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AN INVESTIGATION OF THE RELATIVE VALIDITY
OF OBJECTIVE AND ESSAY TYPE TESTS IN HISTORY

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
IN CANDIDACY FOR THE DEGREE OF
MASTER OF ARTS

DEPARTMENT OF PHILOSOPHY

BY

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Part I - The Purpose of the Study

The purpose of this study is to discover the relative merits of the objective and literary form of examination as a final test at the close of a school year's work in History. That test which is the more economical will be conceded to be the better provided it also tests more accurately or with equal accuracy that which it is presumed to test.

In 1931 the Department of Education of Alberta put its facilities at the disposal of the Education Society of Edmonton that it might investigate this subject in the field of History II of the High School course. The candidates in that subject wrote two papers, a literary test of two hours duration and an objective test of one hour. A report has been made to the Minister of Education based on the scores obtained from 1000 pairs of papers, about one-fifth of the total. The following items from that report are significant for the purpose of this study.

"The small probable error discovered, viz: 0.0134 indicates that 1000 cases constitute a very good sampling of all the papers, and that the final correlation based upon 5000 papers is not likely to vary much from that obtained from the sample."

"The correlation between the final marks on the A (essay) and B (objective) papers for 1000 cases was

done according to the Pearson method. The obtained coefficient was 0.615." -- "This obtained coefficient is remarkably high, approximating closely to that ordinarily found between two similar essay-type examinations covering the same subject-matter."

"The average time for scoring the objective tests was $3\frac{1}{2}$ minutes with an additional one-half minute for entering details on the data sheets."

From the point of view of costs the objective test is preferable. Under normal scoring conditions only the final mark would be recorded. This would mean a saving of the one-half minute spent in entering, on a data sheet, the marks obtained on each section of the test. The time spent on reading an essay type of paper is about ten minutes when readers are working at a maximum rate of speed. Thus there is effected a two-thirds saving. This is slightly offset by the fact that a higher fee should be paid for the setting of an objective type of test, and also by a possible increase in the cost of printing. But these items when spread over five thousand candidates would be almost negligible. From the standpoint of costs, then, the objective test has the advantage.

The point that remains to be investigated is the relative validity of the two types of test; admittedly, by far the more important consideration from a purely

educational point of view. The validity of a test, to borrow from Ruch, "is the degree to which it measures what it is claimed to measure". This includes reliability; i.e. "the accuracy with which a test measures whatever it does measure"; for without reliability a test cannot be highly valid. It therefore becomes the specific purpose of this investigation to measure and compare the validity of the two tests.

The question that arises at the outset is: What is the test presumed to measure? The answer is found in the Handbook for Secondary Schools of Alberta, which is the official guide to teachers. This document lays down specific goals for the course in History. "Two aims", it says, "should be held in view. These can perhaps best be termed the informational and the developmental. These subjects properly taught should place the student in possession of a body of knowledge of both practical and cultural value. They should also help, along with other subjects, to develop his intellect, expand his imagination, and engender worthy personal and social ideals". The outline proceeds to explain that our present institutions, and conditions which are the product of the past, "are not intelligible without a knowledge of the past. This the study of History should give. . . .It is this record of the racial past which alone can afford to each successive generation a full

understanding of the political, social, and economic environment in which it finds itself. And it is such a knowledge of the past leading to an understanding of the present which is one of the surest safeguards for a sane and enduring progress in the future."

"History, Civics and Economics afford excellent opportunities for intellectual training. They should be so taught as to develop the innate memory capacities of the pupil, and to lead him to organize and group his memory facts in such a way that recall is ready, accurate and complete.

But these subjects are sciences and the tasks required of the pupil in History should be those required in any other science. He should search for data, group them, and build generalizations thereon. He should be required to discriminate between more and less important facts, should be guided to detect and trace the operation of cause and effect in social development, and should be led to make judgments on historical events and personages, and acquire training in the evaluations of human actions. Care should be taken from the first that the pupil should form a scientific method of study. He should be practised in the logical arrangement and effective oral and written presentation of materials. Above all, he should be taught that as far as it is possible, he should discard preconceptions and prejudices, when he approaches any social problem and should go whither the

facts, in the light of reason lead him.

But History, Civics, and Economics have a human interest; and possess moral and emotional factors which make them possible agencies for much more than merely intellectual training.----In a word, these subjects are capable of placing worthy ideals both for the individual and for society, before the young, and of affording a stimulus towards their attainment.

In our day, manhood and womanhood suffrage have placed ultimate political authority irrevocably in the hands of the masses of the people. It follows that the problems, political, social and economic which society faces can be solved only by citizens who possess a knowledge of present day institutions and conditions, and an understanding of how they came into being; whose minds are trained to clear and honest thinking, and whose thoughts and activities are directed by worthy characters to unselfish social ends".----"In teaching this period (History II, British History, from 1485 to the present day), main movements should be kept steadily before the pupils' attention, and particular facts given significance by being related to outstanding tendencies of development."

An analysis of the foregoing exposition on the teaching of History leads to the following conclusions:

1. On the informational side, the student should be directed to train his memory so that recall

may be ready, accurate, and complete.

2. On the developmental side: (a) He should be led to understand the political, social and economic environment of the past, and be able to relate it to the present; (b) There should be developed in him unselfish social and personal ideals. (c) He should be given the intellectual training involved in (1) organizing material; and (2) making a scientific approach to the subject--that is to say, in detecting cause and effect, in building generalizations thereon, and in making judgments of events and persons.
3. Information on any topic falls into two categories: the essential facts; and the additional material, padding; that is, the product of a recall that is complete.

The first task of the investigator is to query the validity of each test with these criteria as a basis.

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- Part II -

Analysis of Paper A. (Essay Type)

DEPARMENTAL EXAMINATIONS, 1931.

HISTORY 2.

PAPER 1.

Time--Two hours.

Note.--Five questions only are to be answered, not more than two being taken from any one section.

SECTION A.

Values.

- 20 1. Why did Henry VII establish the Court of the Star Chamber?
- What services did it render in his reign?
- 20 2. Describe the voyages of either Frobisher or Drake.
- 9 3. State briefly the circumstances that brought about the passing of the Petition of Right.
- 7 What were its chief provisions?
- 4 Indicate its importance.
- 20 4. Trace the developments in the reign of James II which led to the Revolution of 1688.

SECTION B.

- 20 5. Tell how the Union of England and Scotland was effected in 1707, indicating the advantages secured by each country.
- 9 6. What was Pitt's policy during the Seven Years' War?
- 7 What were the terms of the Treaty of Paris of 1763 which affected North America?
- 4 Why was Pitt not satisfied with this treaty?
- 20 7. What were the causes of friction between England and the Colonies in the reign of George III?
- 20 8. Describe the reform legislation of the First Parliament held under the Reform Act of 1832.

SECTION C.

Values.

- 20 9. Trace the career of Sir Robert Peel with Particular reference to the Corn Law Legislation.
- 20 10. Disraeli was Prime Minister of England from 1874 to 1880. Describe either the social legislation or the foreign policy and relationships of this period.
- 20 11. Summarize the careers and achievements of two of the following statesmen:

John Bright.
W. E. Gladstone.
Lord Palmerston.
H. H. Asquith.
Earl of Balfour.

The material which the text-book provides for each question is the maximum that could be expected from the pupil. This subject matter was divided into informational and developmental points. The former was subdivided into major, the leading ideas on the topic; and minor, additional detail relative to the subject. The material below illustrates the procedure for three different types of questions.

Question I:

Why did Henry VII establish the Court of the Star Chamber?
What services did it render in his reign?

The text provides the following:

"He had to deal with troublesome relics and reminiscences of the unfortunate Roses struggle"-----"Although there were no surviving sons of Henry VI nor of Edward IV, Henry VII had to deal with Pretenders to his throne."--- then follows a page of detail regarding the Pretenders-- "They (the Tudors) were often autocratic"---"from first to last, great vigilance was required, and but for the cool judgment and vigorous character of the Tudor princes, England might, at any moment, have found herself plunged into internecine struggles like those of the Roses---".

The Court of Star Chamber:

"Henry VII died in 1509 at the age of fifty-three. He had governed England for twenty-four years in comparative peace after the troubles of the Roses. Many nobles

had been killed in that disturbed period; others had lost much of their property. The rest were held in check by the King, by means of the Court of Star Chamber, the Privy Council sitting as a court at Westminster, in camera stellata, to deal with the evils of livery and maintenance (see pp. 176-7). This court (which itself became an abuse in later days and was abolished in 1641) did very good service in the reign of Henry VII by enforcing the law when the ordinary justices and juries were afraid to do so. 'This court', said Lord Bacon, 'is one of the sagest and noblest institutions of this kingdom,' and by it the country was kept in order; for it aimed successfully at suppressing 'force, and the two chief supporters of force, combination of multitudes, and maintenance or headship of great persons'.

There follows the incident of the King imposing a heavy fine on the Earl of Oxford after accepting the hospitality of the great baron. This shows how Henry VII "without increasing the taxes, made the English government solvent, and left a large sum in the treasury when he died".

Informational items:

- Major. 1. The King wished to keep peace in the country.
2. He had to find money to pay the expenses of government.

3. To do this he had to suppress the remaining nobles.
4. He established the Court of Star Chamber.
5. The services it rendered were:
 - (a) It kept order by enforcing the law.
 - (b) It filled the treasury.

- Minor.
1. Many powerful nobles had perished.
 2. Pretenders to the throne had to be dealt with summarily.
 3. There existed the evil of livery and maintenance.
 4. The incident of the Earl of Oxford.
 5. The Court of Star Chamber was the Privy Council.

Possession of these facts would indicate a recall, "accurate and complete".

Developmental Items:

1. Selection and organization is required since the material is scattered over seven pages.
2. It requires the relating of method to purpose.
3. The ordinary justices and juries were afraid to enforce the law, hence judicial functions were conferred on the Privy Council. This is a concept difficult to grasp.

Summary:

<u>Informational</u>		<u>Developmental</u>
<u>Major</u>	<u>Minor</u>	
5	5	3

Question IV:

"Trace the developments in the reign of James II which led to the Revolution of 1688."

This is an example of a question the material for which is completely organized in seven consecutive pages. (394 - 401)

Informational Items:

Major: Two designs of James II can be traced

- (1) to rule as an absolute monarch
- (2) to reestablish the Roman Catholic Church in England.

Then follows the methods adopted:

1. He put down Monmouth.
2. He secured an income for himself.
3. He had at his command a standing army.
4. He tested the judges and found them loyal.
5. He put Roman Catholics into army offices.
6. He put Roman Catholics into University positions.

Effects:

1. The Declaration of Indulgence.
2. The trial and acquittal of the bishops.

3. The birth of the prince.
4. The invitation to William of Orange.

Minor:

1. Details regarding the Bloody Assizes.
2. Income of 1,900,000 pounds.
3. Army of 20,000.
4. Attack on Christ Church College.
5. Attack on University College.
6. Action of the Bishop of London.
7. Interference with Magdalen College.

Developmental Items:

1. Significance of the test case.
2. Significance of the protest of the bishops.
3. National importance of the acquittal of the bishops.
4. The revolution was bloodless because the soldiers deserted to William.

Summary:

<u>Informational Items</u>		<u>Developmental Items</u>
<u>Major</u>	<u>Minor</u>	
12	7	4

Question XI:

Summarize the careers and achievements of two of the following:

John Bright - about three quarters of a page is devoted to his place in history.

Informational Items:

Major:

1. A member of the Anti-Corn-Law League.
2. Opposed Home Rule for Ireland.

Minor:

1. Corn laws of 1812.
2. Effect on the standard of living.
3. Organization of the League.
4. Purpose of Home Rule.
5. Bright opposed for he feared the Irish
could not govern themselves and
6. he feared for the Irish Protestants.

Developmental Items:

1. Economic effect of the duty on corn.
2. Reconcile his attitude to Home Rule with
his Liberalism.

Summary:

Informational Items

Developmental Items

Major

Minor

2

6

2

W. E. Gladstone - This topic covers twenty-three
and a half pages of the text.

Informational Items:

Major: His Policy for Ireland.

1. Church
2. Land

3. Home Rule.
 4. Education in England.
 5. Peace and Economy.
- The Empire
6. Afghan War.
 7. Boer War.
 8. Crises in Egypt.

Minor: These are too numerous to list.

Developmental Items:

1. The main point here is the exercise of judgment in the selection of major points, since it is a summary that is required.

Summary:

<u>Informational Items</u>		<u>Developmental Items</u>
<u>Major</u>	<u>Minor</u>	
8	-	1

The analysis of the paper reveals two facts:

1. Some questions cover many more pages and involve many more points than do others which are given the same value in marks.
2. Pupils who chose one group of options could make a pass or even a very high mark with very much less information than those who chose a different set of options.

By selecting questions 1, 2 (Frobisher) 5, 6, 20 (Social Legislation), the pupil could make a perfect score on a maximum of 65 points:

Informational, Major 31, Minor 26; Developmental 8.

The information on these five questions covers sixteen pages in a text of four hundred pages. (The course covers five hundred pages, but one hundred pages which deal with the events of wars are not required for examinations).

If, however, the pupil should select Questions 3, 4, 8, 10, (Foreign Policy) 11, (Gladstone, Asquith) the maximum would be 140 points:

Informational, Major 58, Minor 48; Developmental 34.
This covers 48 pages--

The following selection of options:

2 (Drake), 4, 6, 10 (Foreign Affairs), 11 (Palmerston, Gladstone) covers 54 pages.

Any other selection of options would cover material ranging from 16 to 54 pages.

3. No method of scoring one could adopt would compensate for the unreliability of a test set up on this basis.

The 1931 test, however, might be claimed to be a freak, in as much as it was arranged for a two hour period. To check on this point, two other essay tests on the same course were examined, those of 1925 and 1932.

DEPARTMENTAL EXAMINATIONS, 1925.

HISTORY (2).

(Grade X)

Time--Two and one-half hours.

Note to Candidates: Candidates will answer seven questions only, two to be selected from Section A, two from Section B, and three from Section C one of which must be Question 10.

SECTION A.

Values.

- 16 1. Show clearly the problems of government which confronted Henry VII. To what extent and in what ways did he solve them?
2. "The rest of Mary's reign is the story of her attempt to bring England back to the Roman Catholic obedience."--Mowat.
- Give an account of the religious struggle of the time under the headings:
- 5 (a) The Protestant changes under Edward VI.
- 6 (b) The Marian reaction against these changes.
- 5 (c) The Elizabethan church settlement.
- 16 3. Outline the course of the Great Rebellion (1642-1649) stressing the decisive events and making clear the reasons for the victory of Parliament and the defeat of the King.

SECTION B.

4. "In the three years of his reign (James II's) two distinct designs can be traced: one to rule as an absolute monarch, the other to re-establish the Roman Catholic Church in England."--Mowat.
- 9 (a) What measures did James take in the endeavor to execute these two designs?
- 7 (b) What were the main results of the Revolution which followed?

Values

- 16 5. "Yet, though continually criticized, he
 (Walpole) was kept in office by his country
 for twenty years."--Mowat.

Discuss the policies of Sir Robert Walpole,
estimating his services to England.

6. What part was played by sea-power--

- 7 (a) In the Seven Years' War,
9 (b) In the war against Revolutionary France
 and Napoleon?

SECTION C.

7. "The five years which followed the Act of
1832 were not barren of results."
Mowat.

- 7 (a) In what ways did the Reform Act of 1832
 amend the English System of government?
9 (b) Outline the work of the First Reformed
 Parliament.

- 5 8. (a) What were the Corn Laws and their effects?
4 (b) Describe the "sliding scale" and its
 operation.

- 7 (c) Give an account of the movement which
 led to the establishment of Free Trade.

- 16 9. "Gladstone approached the central point of
 the Irish problem by successive stages:
 the first stage was the church, the second
 the land, the third was Home Rule."
 Mowat.

Discuss Gladstone's Irish policy under the
three headings thus suggested.

10. Write a note on one of the following:

- 4 (a) The Petition of Right.
4 (b) Wilkes.
4 (c) Peterloo and the "Six Acts."

DEPARTMENTAL EXAMINATIONS, 1932.

HISTORY 2.

Time--Three hours.

Note.--Seven questions only are to be answered, two from Section A, two from Section B, and three from Section C, one of which must be Question 10.

SECTION A.

Values.

1. "She (Queen Elizabeth) had ruled in a period of supreme danger and supreme development, when England produced the greatest men of the time, on the sea and in the world of letters."--Mowat.
- 11 (a) Summarize the efforts of Elizabethan seamen in the fields of exploration and colonization.
- 4 (b) Write briefly on William Shakespeare as a great man of letters.
- 15 2. In the struggle between Charles I and Parliament, what was the significance of:
 - (a) The Petition of Right;
 - (b) Ship-Money;
 - (c) The Bishops' War;
 - (d) The Grand Remonstrance;
 - (e) The Impeachment of the Five Members?
- 6 3. (a) What were the aims and achievements of Williams III in foreign policy? How did his foreign policy differ from that of Charles II and James II?
- 9 (b) What constitutional progress was achieved during the reign of William and Mary?
4. "He (Walpole) returned to office, at an almost unanimous call from the country, in 1721, and was Prime Minister for the next twenty years."--Mowat.

Values.

Discuss the following features of Walpole's period of administration:

- 4 (a) South Sea Bubble.
- 6 (b) Domestic Policy.
- 5 (c) Colonial Policy.
- 15 5. Describe the political career of William Pitt the Younger, as Prime Minister of England, noting his successes and failures.
- 7 6. (a) Trace briefly the Reform Movement from 1815 until the passing of the First Reform Bill in 1832.
- 8 (b) Explain the chief provisions of this Bill.

SECTION C.

- 15 7. Write a brief account of the discovery of Australia, and its development up to the formation of the Commonwealth in 1900.
- 15 8. "Gladstone approached the central point of the Irish problem by successive stages: the first stage was the Church, the second was the land, the third was Home Rule." Mowat.

Describe Gladstone's attempts at securing a settlement of the three phases of the Irish problem mentioned above.

- 9. "After 1890, however, there began a period of gradually increasing tension between Great Britain and Germany."--Mowat.
- 4 (a) What had been Great Britain's foreign policy since 1815?
- 6 (b) What were the causes of the "tension" which grew up between Britain and Germany?
- 5 (c) Describe the crisis of 1914 which led to the Great War.
- 10 10. Write fully on one of the following:
 - (a) The Chartist Movement.
 - (b) The Agricultural Revolution in the latter part of the 18th Century.
 - (c) The Corn Laws of 1815 and their repeal.

For the 1925 examination the maximum number of pages required was $62\frac{1}{2}$, of these, $28\frac{1}{2}$ pages dealt directly with the events of wars, material not now prescribed. The minimum was $37\frac{1}{2}$. The 1932 paper showed a maximum of 57; a minimum of 35.

We conclude, therefore, that the 1931 paper ran pretty well to type so far as the maximum is concerned, but that the minimum is not typical. It should be pointed out that the sections dealt with are among the most important as the nature of the topics indicates, and that the papers are a fairer sampling of 400 pages than at first glance would appear to be the case. But the fact remains that they are only a sample.

The distribution of subject matter on the essay type paper is another point worthy of consideration. The text deals with 30 major topics covering the period 1485 to 1920. The maximum touched on in any selection of options is in the 1931 paper, 5; in the 1925 paper, 10; in the 1932 paper, 11. It would be possible to give a perfect answer to the 1931 paper by knowing only the period 1685--1846.

Summary of Conclusions regarding Paper A

1. There is a wide variation in what is required to answer correctly different groupings of options.
2. The paper is typical so far as the maximum number of pages required to provide a perfect answer is

concerned. It is not typical as regards the minimum.

3. The Text-book deals with thirty major topics. A perfect answer may be given by a candidate who has a knowledge of five of those topics.
4. For six of the eleven questions on the paper the subject matter is completely organized in the text-book.

Part III

Analysis of Paper B (Objective Type)

HISTORY 2.

PAPER II

Time--One hour.

PART I.-- TRUE-FALSE PROBLEMS.

DIRECTIONS -- If you think the statement in each of the following is true, underline the word TRUE; if you think it is false, underline the word FALSE; if you are not sure about a statement, omit it.

Examples: Napoleon was defeated at Waterloo..True False

The World War was ended in 1917....True False

1. The professionalizing of the army struck a blow at the Feudal systemTrue False
2. The Court of Star Chamber was established by Henry VIIITrue False
3. The religious changes under Henry VIII made England ProtestantTrue False
4. Parliament assented readily to all the policies of ElizabethTrue False
5. The Chief interest of government under the Tudors concerned the religious question; whereas under the Stuarts the chief interest was in constitutional questions ...True False
6. James I accepted willingly Parliament's decision in foreign affairsTrue False
7. The Judges supported the King in the Five Knights' caseTrue False
8. The effective governing power during the Commonwealth was the armyTrue False
9. The Instrument of Government provided for a Parliament of two chambersTrue False
10. The Navigation Act of Cromwell's Parliament brought about friendly relations between England and HollandTrue False

TABLE 1

Summary of the results of the survey

1. Summary

2. Results

3. Conclusions

4. Appendix

5. References

6. Notes

7. Glossary

8. Index

9. List of Figures

10. List of Tables

11. List of Abbreviations

12. List of Symbols

13. List of Units

14. List of Acronyms

15. List of Initials

16. List of References

11. Charles II was the first English sovereign to tackle seriously the problem of vagrancyTrue False
12. The Clarendon Code aimed at the suppression of Roman Catholic and Puritan non-conformityTrue False
13. In the struggle over the Exclusion Bill, the two parties of English politics, Whig and Tory, definitely emergeTrue False
14. James II's Declaration of Indulgence was an indication that he believed in religious tolerationTrue False
15. The Bill of Rights provided that the sovereign might be of any faithTrue False
16. In the reign of George I, the Whigs stressed the importance in the state of "Church and King"True False
17. Walpole enforced the Navigation Acts against the American ColoniesTrue False
18. The opposition under Pitt used the war cry to drive Walpole from officeTrue False
19. The American Revolution was caused partly by George III's anxiety to maintain what he considered to be his rightsTrue False
20. France and Spain supported the American Revolution because they believed in colonial self-governmentTrue False
21. The Industrial Revolution was the change from machine industry to handicraftsTrue False
22. In the Agricultural Revolution the population of English villages increased because of changes in methods of cultivationTrue False
23. Britain declared war on France in 1793 to compel the restoration of the French monarchyTrue False
24. Pitt granted religious freedom to the Irish by the Act of Union of 1800True False
25. Pitt the Younger abolished pocket boroughs in EnglandTrue False

26. The Congress of Vienna restored most of the states of Europe as they had existed before the advent of NapoleonTrue False
27. The restoration of the gold standard in England in 1819 injured the credit of the countryTrue False
28. The Factory Acts of 1833 limited the working day to eight hoursTrue False
29. Prussia signed the treaty of Belgian neutrality in 1839True False
30. The Chartists asked for payment of members of Parliament out of public funds ..True False
31. The greater part of the People's Charter was gradually incorporated in the law of the landTrue False
32. Turkey was the ally of Britain during the Crimean WarTrue False
33. British success in the Crimean War was due to the administration of Lord AberdeenTrue False
34. The Education Act of 1870 provided wholly free educationTrue False
35. The Earl of Balfour was a convinced Home RulerTrue False

PART II.-- COMPLETION PROBLEMS

DIRECTIONS.--Fill in each blank in the following sentences and paragraphs with a word or the words that will in each case make the statement historically true.

1. The Roman Catholic reaction under was characterized by bitter religious persecution.
Hundreds of people were burned at the stake; notably one archbishop, and two bishops and
2. Among the great seamen of Elizabeth's reign were the following:
....., who opened up the slave trade between Africa and the American plantations; who was the first English mariner to sail around the world; and, who explored the straits leading into Hudson's Bay.
3. Charles I, during the period of his personal rule, found it necessary to levy an old emergency tax known as in order to make his income balance expenditure. Opposition to this levy centred in a buckinghamshire squire by the name of
4. Charles II of Spain left his inheritance to
..... Louis XIV at once accepted the gift for his grandson. This meant that and would now be ruled by members of the same house. England considered that this union

affected the, which she considered necessary to the peace of Europe.

5. The younger established a sinking fund for paying off ultimately the
6. The Radicals of 1815-30 were found chiefly among the classes; their immediate aims were to get the extended to the masses, and to obtain the abolition of
7. The British first went to India as traders and formed in 1600 the Company, Their trade rivals were the The foundations of British rule in India were laid by who avenged the cruelty at by his victory at In 1858 the government of India was transferred to the
8. Gladstone decided to settle the Irish question by granting to Ireland. By this, Ireland would be given what she demanded and the ...
..... would no longer be in the
..... to upset the balance of parties there.
9. The Treaty of Versailles, 1919, established a
..... to prevent by peaceful settlement of disputes. The Assembly meets every year at The founding of the organization was largely due to
.....

10. The Imperial Conference of 1926 recognized that the dominion and the mother country all have
.....of status, each with its own independent government. The common political bond is the who acts in each dominion through a on the advice of the Prime Minister of that dominion.

PART III.-- MULTIPLE CHOICE PROBLEMS

DIRECTIONS.--Below are seventeen incomplete sentences. Each is followed by three items, one only of which can be used to complete the sentence correctly. Underline the item which correctly completes the sentence in each case.

Example: The Battle of Waterloo was fought

(1) in 1730.

(2) between the English and French.

(3) between the Russians and Spaniards.

1. The Renaissance began in England about the year

(1) 1400.

(2) 1500.

(3) 1600.

2. The Tudors were able to exercise almost despotic power after the Wars of the Roses because

(1) many of the powerful nobles had perished.

(2) Parliament gave them special privileges.

(3) the Great Charter had been repealed.

3. Martin Luther began his revolt against the Roman Catholic Church

(1) toward the end of the reign of Elizabeth.

(2) about the time of the Petition of Right.

(3) about thirty years after Columbus discovered America.

4. The fact that Thomas Wolsey failed to get Henry VIII a divorce from his wife Katherine, is important in English History because

(1) it led to the death of Wolsey.

(2) it led to the establishment of the English Church.

- (3) it caused Thomas Moore to become Chancellor.
- 5. Henry VIII caused the monasteries to be dissolved because
 - (1) he wanted the wealth which these monasteries possessed.
 - (2) he disliked some of the doctrines that were being taught in the monasteries.
 - (3) the monasteries were withholding lands from cultivation.
- 6. The Scottish Reformation differed remarkably from the English in that
 - (1) it was much less violent.
 - (2) it had the whole-hearted support of the Queen.
 - (3) it was imposed by the people upon the Crown.
- 7. The Civil War in England started in
 - (1) 1625.
 - (2) 1642.
 - (3) 1649.
- 8. The Scottish people decided in 1703 to found an independent nation because
 - (1) they did not trust Queen Anne.
 - (2) they wished to unite with France.
 - (3) in matters of trade they were treated by England as a foreign country.
- 9. The acquittal of the seven bishops showed that
 - (1) the people objected to the Exclusion Bill.
 - (2) the judges did not support James' setting aside the Test Act.
 - (3) the University of Oxford was opposed to the King.

10. The Bill of Rights.

- (1) gave freedom of speech and freedom of the press.
- (2) gave wider representation in the House of Commons.
- (3) reaffirmed the fundamental rights of the English people.

11. William III employed the whole power of England

- (1) to make permanent the Reformation of England.
- (2) to establish parliamentary government.
- (3) to save Holland from Spain.

12. When Walpole lost the confidence of the public

- (1) he was impeached by Parliament.
- (2) he was elevated to the peerage.
- (3) he was driven into exile.

13. The British success in the Seven Years' War was due to

- (1) the assistance of Prussia.
- (2) the aggressive policy of the Earl of Chatham.
- (3) the indifference of the French.

14. The Reform Bill of 1832 passed the House of Lords because

- (1) the peers feared the people would revolt.
- (2) the King promised to create new peers if the House failed to pass it.
- (3) the Duke of Wellington believed in it.

15. Peel resigned in 1846 because

- (1) the Whigs, who had supported him in one measure, would not continue to support a Tory government.

- (2) there was strong agitation in the country against the repeal of the Corn Laws.
 - (3) Gladstone opposed him.
16. The Eastern Question of 1854 was concerned with
- (1) the disputed claims of Great Britain and Russia in Afghanistan.
 - (2) the control of the Suez Canal.
 - (3) the possessions of Turkey.
17. The Concert of Europe was
- (1) the understanding among the European States regarding their possessions in Africa.
 - (2) the meeting of the European Powers to settle international affairs.
 - (3) the agreement of the European Nations on the question of disarmament following the War of 1914.

PART IV.--MATCHING PROBLEMS.

1. Below is a list of EVENTS "A" followed by a list of DATES "B". For each event in List "A" there is a correct date in List "B". Record in the blank following each event in List "A" the number of its correct date in List "B".

Example: In the blank following the first event the number "15" appears, because the correct date of that event is number "15". Match the remaining items in the same way.

"A" EVENTS.

- | | |
|--|-------------|
| (a) Beginning of the Great War. | Number..15. |
| (b) American Colonies declared their independence. | Number..... |
| (c) Execution of Charles I. | Number..... |
| (d) Accession of Henry VII. | Number..... |
| (e) Peace of Paris (Close of Seven Years' War) | Number..... |
| (f) Waterloo. | Number..... |
| (g) Repeal of Corn Laws. | Number..... |
| (h) Treaty of Utrecht. | Number..... |
| (i) Third Reform Bill. | Number..... |
| (j) Petition of Right. | Number..... |
| (k) Outbreak of the French Revolution. | Number..... |
| (l) Armistice at the close of the Great War. | Number..... |
| (m) Defeat of the Spanish Armada. | Number..... |

"B" DATES.

- | | | | |
|----------|----------|-----------|-----------|
| (1) 1485 | (5) 1649 | (9) 1763 | (13) 1846 |
| (2) 1538 | (6) 1660 | (10) 1776 | (14) 1885 |
| (3) 1588 | (7) 1713 | (11) 1789 | (15) 1914 |
| (4) 1628 | (8) 1745 | (12) 1815 | (16) 1918 |

2. Below is a list of PROVISIONS "A" followed by a list of ACTS or TREATIES "B". In the blank following each of the items in List "A" write the number of the item in List "B" that can correctly be associated with it.

Example: The first item in List "A" is correctly marked marked because the "Act of Supremacy" "made the sovereign the Supreme Head of the Church of England" and the "Act of Supremacy" is item number 2 in List "B".

"A" PROVISIONS

- (a) It made the sovereign Supreme Head of the Church of England. Number..2...
- (b) It required all church services to follow Prayer-Book routine. Number.....
- (c) It made it illegal to billet soldiers in private houses in time of peace. Number.....
- (d) It defined the Protestant succession on the death of Anne. Number.....
- (e) It aimed at the repression of non-conformity. Number.....
- (f) It prevented parliaments of indefinite length, like the Long Parliament. Number.....
- (g) It provided for army discipline. Number.....
- (h) It curtailed the powers of the House of Lords. Number.....
- (i) It required a gaoler to show cause in court for detaining a prisoner. Number.....
- (j) It extended the franchise to the middle class. Number.....
- (k) It gave a vote to all householders in towns. Number.....
- (l) It provided a good system of land purchase for the Irish. Number.....
- (m) It made it illegal to sue Trade Unions for offences of their officials. Number.....
- (n) It increased England's trading rights in America. Number.....,

"B" ACTS or TREATIES.

- | | |
|----------------------------|---------------------------------|
| (1) Treaty of Utrecht. | (8) Triennial Act. |
| (2) Act of Supremacy. | (9) Wyndham Act. |
| (3) The Second Reform Act. | (10) Mutiny Act. |
| (4) Clarendon Code. | (11) Act of Uniformity. |
| (5) Act of Settlement. | (12) Parliament Act. |
| (6) Habeas Corpus Act. | (13) Trades Disputes Act (1906) |
| (7) Petition of Right. | (14) Reform Act of 1832. |

3. Below is a list of PERFORMANCES "A" followed by a list of NAMES "B". In the blank following each of the items in List "A" write the number of the item in List "B" than can correctly be associated with it.

Example: The first item in List "A" is correctly marked because Macadam "built good roads in England" and "Macadam" is item number 8 in List "B".

"A" PERFORMANCES.

- | | |
|---|-------------|
| (a) He built good roads in England. | Number..8.. |
| (b) He brought about the restoration of Charles II. | Number..... |
| (c) He opposed the Spanish on the seas. | Number..... |
| (d) He formed a political party in opposition to the King. | Number..... |
| (e) He recovered the Sudan for England. | Number..... |
| (f) He defeated the army of Napoleon. | Number..... |
| (g) He was a member of the Anti-Corn Law League. | Number..... |
| (h) He wrote "The Wealth of Nations". | Number..... |
| (i) He was instrumental in having slavery abolished. | Number..... |
| (j) He led the British forces in the War of the Spanish Succession. | Number..... |
| (k) He used violent measures to put down opposition to his sovereign. | Number..... |

"B" NAMES.

- | | |
|--------------------|-------------------|
| (1) Marlborough | (4) Wellington |
| (2) Judge Jeffreys | (5) Francis Drake |
| (3) General Monk | (6) Wilberforce |

- | | | | |
|-----|------------|------|-------------|
| (7) | Adam Smith | (9) | Cobden |
| (8) | Macadam | (10) | Kitchener |
| | | (11) | Shaftesbury |

4. Below is a list of WARS "A" followed by a list of CAUSES "B". In the blank following each of the items in List "A" write the number of the item in List "B" that can correctly be associated with it.

Example: The first item in List "A" is correctly marked because the "Secret Treaty of Dover" caused the "Dutch Wars", and the "Secret Treaty of Dover" is item number 4 in list "B".

"A" WARS.

- | | | |
|-----|-----------------------------------|-------------|
| (a) | Dutch Wars. | Number..4.. |
| (b) | War of Spanish Succession. | Number..... |
| (c) | American Revolution. | Number..... |
| (d) | Great War. | Number..... |
| (e) | Second Boer War. | Number..... |
| (f) | Great Rebellion in Stuart Period. | Number..... |
| (g) | Seven Years' War. | Number..... |
| (h) | Spanish Armada. | Number..... |
| (i) | Revolution of 1688. | Number..... |
| (j) | Jacobite Rebellion of 1715. | Number..... |

"B" CAUSES.

- (1) Religious policy of James II.
- (2) Stamp Act.
- (3) Violation of Belgian neutrality.
- (4) Secret Treaty of Dover.
- (5) Divine Right of Kings.
- (6) Accession of George I.
- (7) Louis XIV's decision to break the Second Partition Treaty.
- (8) Execution of Mary Stuart.
- (9) Kruger's Ultimatum.
- (10) Colonial rivalry of France and England.

It is frequently objected that because of the brief nature of the response required to an item on Paper B, it is possible for a pupil to make a high score even though he may not be able to develop the subject raised by the question. The best way to study that would be to have the two types of test set on precisely the same subject matter. Since this condition did not prevail in the 1931 tests, a brief investigation was made to discover the degree to which this contention is supported by the facts.

Test.

The test was given to one hundred History II students. It was in two sections:

Section A.

Directions: Indicate whether the following statement are true or false. If false, state what you believe to be correct.

1. In the reign of George I, the Whigs stressed the importance in the state of church and King.
2. Walpole enforced the Navigation Acts against the American Colonies.
3. The opposition under Pitt used the war-cry to drive Walpole from office.

The answer papers for Section A were collected, then Section B was given.

Section B.

1. Write a note on the political parties in the reign

of George I stating the attitude of each to the monarchy.

2. Explain the colonial policy of Walpole.
3. Write a note on the fall of Walpole from political power.

The papers were valued as follows:

Section A.

Method 1. False, false, true--was accepted as a complete response.

Method 2. False, false, true--were accepted only if the explanation accompanying the decision in the first two items was satisfactory.

Section B.

Item 1.--The Whigs believed in limited monarchy and supported the Revolution. The Tories believed in hereditary monarchy and supported the Stuarts.

Item 2.--His policy was non-interference. He permitted them self-government.

He withdrew the navigation acts so far as rice and sugar were concerned.

Item 3.--The student was required to indicate that it was Walpole's peace policy that led to his defeat.

The results were as follows:

In 72 cases out of 100 there was complete correspondence between Section A and Section B, when Section A was valued by Method 1.

In 86 cases there was complete correspondence when Section A was valued by Method 2.

The following examples of lack of correspondence between the two will indicate the nature of the difficulty.

Pupil 1.

SECTION A

1. false - It was the Tories who stressed the importance of church and King.
2. false - no explanation.
3. true

SECTION B

1. The Political parties in power during the reign of George I were the Whigs and Tories. The Whigs were in power under Walpole's term of office. The Whigs were in favor of having the Hanover line of Kings, but the Tories wished to have the Stuart line restored and thus get them into power in the Cabinet once more.
2. Walpole's colonial policy was in favor of having the colonies bring their goods to England without customs duty. He believed in peace between the colonies.
3. Walpole built bonded warehouses over a wide area of England and proposed to place an excise tax on wine and tobacco as they left the country instead of a customs duty when they entered. This plan was rejected by the Cabinet and Walpole lost his influence and power through its failing to pass the Cabinet.

Pupil 2.

SECTION A

1. True - They wanted the Hanoverians next on the throne.
2. False - Walpole relieved the American colonies of the Navigation Acts, gave them the right to trade freely and non-interference. They had a legislative assembly and a governor elected by the Crown.
3. False - He did not force Walpole from office but asked him to declare war, and he did.

SECTION B

1. The Tories believed in hereditary monarchy. But the Whigs wanted George I of Hanover on the throne. The Tories wanted the Old Pretender back on the throne, having the Stuart line back. Whigs were in majority in the House of Commons. The Scotch under the Earl of Mar were defeated at Sheriffmuir and Preston. But George I did not care for the Tories and so looked to the Whigs for help and help in Parliament. Later on some of the Whigs joined the Tories in opposition against Walpole led by Carteret.
2. Colonial Policy of Walpole.
Walpole's colonial policy was non-interference. He relieved the American Colonies from the Navigation Acts and gave the right to trade anywhere. The American Colonies governed themselves by a Legislative Assembly and a Governor elected by the Crown.

3. Fall of Walpole.

Walpole's home policy was peace but he did not keep this. Through the influence of William Pitt he went to war with Spain and he said to fight on the sea. But Spain had more strength on the land. The people were opposed to going to war. England's naval force did not like to have to go to war with Spain. The House of Commons loses its majority and so he was forced to resign (Cabinet government).

The following facts emerge:

1. Item 1, Section A is a difficult concept for a History II class. Only 22 of 100 gave an adequate response: only one pupil attempted to include "Church and King" in Section B.
2. Item 2 is a good question for the average pupil. 79 of 100 knew that the Navigation Acts were withdrawn with respect to a few commodities.
3. 82 of 100 were correct on Item 3. Of the 18 incorrect on Section A all but 5 indicated in Section B that they understood what happened. The error was due to a misinterpretation of the word "drive". They did not consider Walpole was "driven" from office since he "resigned".

Note: These conclusions are confirmed by the reading of 95 of B papers 1931. On Item 1, there were 39 correct; Item 2, 80; Item 3, 54.

4. Items of an objective test, if carefully constructed do constitute a reasonably accurate test of a

pupils' knowledge and ability.

A comparison was made of the scores on this test with the marks obtained by these 100 pupils on their Christmas Examinations (essay type). The median score on the Christmas test was 49.8. There were 50 above the median and 50 below. Of the 50 above, 42 were those who in the test described above, gave a perfect correspondence between the objective and essay sections. Of the 50 below the median, 22 gave a similar correspondence.

5. This indicates that for the average and the superior students, the objective and essay type tests, give about the same result; for the poor student, the objective type gives an advantage.
-

The next step was to discover what information candidates writing an objective test brought into play and what reasoning they used to arrive at their conclusions. For this purpose, 10 of the 100 students who co-operated on the first test were selected. They ranged from very good to very poor, their scores being:

A, 82; B, 80; C, 76; D, 66; E, 56; F, 48; G, 33; H, 31; I, 29; J, 20.

They were given three exercises, each of which took one-half hour.

Exercises:

They were shown items from each of the four parts of the objective test and requested to write down everything that came into their minds when they tried to find the correct response.

The Selection was as follows:

Part I . . Items 1, 3, 10, 13, 14.

Part II. . Item 2.

Part III . Items 3, 7, 9.

Part IV. . A - Matching Events and Dates.

1. Execution of Charles I.
2. Accession of Henry VII.
3. Treaty of Utrecht.
4. Defeat of Spanish Armada.
5. Bill of Rights.

(1)	1815	(3)	1688	(5)	1713	(7)	1789	(9)	1776
(2)	1649	(4)	1660	(6)	1485	(8)	1588	(10)	1914

B - Below is a list of Provisions of treaties or performances, followed by Act, treaties, or names. Write the number of the item in the list that can be correctly associated with the following:

- (a) It made the sovereign supreme head of the Church in England.
- (b) It aimed at the repression of non-conformity.
- (c) It increased England's trading rights in America.

(d) He brought about the restoration of Charles II.

(e) He opposed the Spanish on the Seas.

(f) He formed a political party in opposition to the King.

- | | |
|-------------------------|-----------------------|
| 1. General Monk | 6. Clarendon Code |
| 2. The Act of Supremacy | 7. Francis Drake |
| 3. Treaty of Utrecht. | 8. Marlborough |
| 4. Habeas Corpus Act | 9. Wellington |
| 5. Petition of Right | 10. Act of Uniformity |
| | 11. Shaftesbury. |
-

The responses indicate that the pupils do considerably more than merely guess.

PART I.

Item 1. The professionalizing of the army struck a blow at the Feudal system.

Pupil E (56). "This means that the army was made up of mercenaries or paid men. In feudal times men fought for their own protection and not for money. One man could levy an army and conquer a feudal castle. Therefore, I come to the conclusion this is true"---a good response.

Pupil F (48). "What was the feudal System? Were the landlords afraid of the army? Did the army rise up against the landlords or was it something else? What do we mean by professionalizing? Gunpowder and different armour. True." (a typical response).

Item 3. The religious changes under Henry VIII made England Protestant.

Pupil A (82). "Religious changes under Henry VIII merely procured so that Henry might have his divorce and power. He was not in favour of Protestant doctrines. Retaining the old services--R.C. Only the form was changed. Therefore, England became in form a Protestant country but his people were still fully faithful to R. C. doctrines. Hence I would not consider it essentially a Protestant country. False."

Pupil I (29). "Henry VIII wanted divorces but the Pope wouldn't grant him any according to the R. C. Church. He then wanted to have authority over this himself and put himself head of the church. Then England became Protestant. True".

Item 10.

The Navigation Act of Cromwells' Parliament brought about friendly relations between England and Holland.

Pupil D (66). "No, Cromwell said that British goods could only be carried in British ships and that the colonies had to trade directly with England or other English colonies. The Dutch trading boats had often been able to ship

English goods and in that way earn money.
Now this shipping came to an end. False".

Pupil H (31). "He made it so that England and Holland could trade products together. True".

PART II

Item 2.

Among the great seamen of Elizabeths reign were the following:

-----Who opened up the slave trade between Africa and the American plantations;---- who was the first English mariner to sail around the world; and-----who explored the straits leading into Hudson's Bay.

Pupil E (56). "Slave trade? Well, the seamen of Elizabeth's time were Drake, Oxenham, Frobisher, Gilbert. But none of these started slave-trading if I remember correctly. Let's see-- He made three voyages 1661, 1662, 1664. What was his name?--Yes. It was Hawkins.

Around the world: well, I think Drake sailed around the world first, started out with Oxenham, saw Pacific, sailed around the West Coast.

Who explored Hudson's Strait? Gilbert went to Newfoundland. Oh, yes. Frobisher went in to the Straits looking for the North-West passage".

PART III

Item 3. Martin Luther began his revolt against the Roman Catholic Church

- (1) towards the end of the reign of Elizabeth.
- (2) about the time of the Petition of Right.
- (3) about thirty years after Columbus discovered America.

Pupil F (48). "I think it was about thirty years after Columbus discovered America, for it happened in the reign of Henry VIII, and Columbus discovered America in Henry VII's reign. Therefore it must be about this time".

Item 9.

The acquittal of the seven bishops showed that

- (1) the people objected to the Exclusion Bill.
- (2) the judges did not support James' setting aside the Test Act.
- (3) the University of Oxford was opposed to the King.

Pupil C (76). "James brought the seven bishops to trial because they asked to be excused from reading the Act of Indulgence. James had placed a Roman Catholic in power and the judges decided that the King could make exceptions to the Test Act which said that anyone holding office must take an oath according to the Church of

England. The seven bishops were acquitted and so I conclude that James was not supported in the second case".

PART IV

A. "1649 - Cromwell - Commonwealth from

1. 1649 - 1660. Charles II always dated his reign from 1649 not 1660, when he really ascended the throne. Therefore Charles I was executed in 1649".
2. Accession of Henry VII, 1485. The Wars of the Roses ended at this date and Henry VII won the War so he must have come to the throne in 1485.
3. Treaty of Utrecht 1713. During the reign of Anne who reigned 1702-1714.
4. Defeat of Spanish Armada 1588. Elizabeth's reign extended during this time and over to 1603 and it was during her reign that the Armada was defeated so it must have been 1588.
5. Bill of Rights 1688. A few months after William and Mary came to the throne which was in 1688.

B.

1. Act of Supremacy. Henry VIII passed an Act of Supremacy making him supreme head of the church. That meant the Pope could have no authority in England.
2. The Non-Conformists would not conform to the Church of England. The Act of Uniformity was passed forcing everybody to attend church. Elizabeth passed

this Act.

3. England got trading rights in America by the Treaty of Utrecht. She could send one ship a year to Panama. She got the right to deal in slaves.
4. No correct response.
5. It was Drake, because he plundered the Spanish in his trip around South America.
6. Shaftesbury, when he learned the King was a Catholic he resigned from the Cabal ministry and formed a Whig party opposing the Tory party.

The above information supplied by pupils was of assistance in forming a basis for the analysis of the objective test (Paper B). Each item was examined to discover what knowledge and what skill was required. A few samples from each section will indicate the procedure.

PART I

Item 1. The professionalizing of the army struck a blow at feudalism.

Informational 2 points.

the meaning of "feudal system"

the meaning of "professionalize"

Developmental 1 point. Interpretation of the effect of the one on the other.

Item 2.

The Court of Star Chamber was established by Henry VIII.

Informational 1. The purpose of the Court of Star Chamber.

Developmental 1. Capacity to make the relations necessary to place it properly.

Item 3.

The religious changes under Henry VIII made England Protestant.

Informational 2 points.

A knowledge of the nature and occasion of the religious changes.

The meaning of "Protestant".

Developmental

Capacity to connect the two and judge if they coincide.

On this basis, Part I required:

Informational 46 points.

Developmental 25 points.

PART II

Item 4.

Informational 3 points.

Philip of Anjou.

Louis XIV was King of France.

Englands' policy of balance of power.

Developmental - must know the significance of a union between France and Spain.

Part II

Informational 30 points.

Developmental 6 points.

PART III

Item 1.

Informational 1 point.

connect with beginning of the modern world,
1485

Item 2.

Informational 2 points.

The attitude of the parliament.

The nature of the great charter.

Developmental.

Connect decline of the barons with the rise
of despotic monarchy.

Part III

Informational 17 points.

Developmental 16 points.

PART IV

42 informational points.

14 developmental points.

Total.

Informational 135.

Developmental 61.

It will be noted that in analysing the objective test, no account has been taken of minor points of information. Moreover, no extra points have been allowed on items of a nature to require a general knowledge of conditions; for example.

Part I, items 5, 20, 28, 31.

In view of these facts it may be claimed that the above estimate is conservative.

Paper B from the standpoint of Text-book matter required:

This was estimated by counting the lines in each case which bear directly on an item.

Part I - - 16 pages.

Part II- - 19 pages.

Part III - 3 pages.

Part IV- - 3 pages.

Total - 41 pages.

Paper B - Distribution of material.

The items are distributed over the 30 major topics.⁵

Each topic is touched on at least three or four times.

Summary of Conclusions regarding Paper B.

1. The paper tests a candidate's ability on 135 major informational items, and 61 developmental items.
2. A complete answer to the paper requires an accurate knowledge of 41 pages.
3. The items of the test are well distributed over the 30 major topics.

Comparison of A and B Papers.

1. On points required:

<u>Paper A (Essay type)</u>		<u>Paper B (Objective type)</u>	
<u>Maximum</u>	<u>Minimum</u>		
I. D.	I. D.	I.	D.
106 34	56 8	135	61

2. On Text-book material required:

<u>Paper A</u>	<u>Paper B</u>
Maximum - 54 pages	41 pages.
Minimum - 16 pages	

3. On Distribution of Material - 30 Topics

<u>Paper A</u>	<u>Paper B</u>
Maximum - 5	30

PART IV.

An Examination of 95 pairs of Students' Papers

The information secured from the study of examination papers A and B provided a basis for examining the answer papers of 95 candidates. The method adopted was as follows:

The papers were divided into 4 groups.

Group I - - Paper A marks 0 - 24.

Group II - Paper A marks 25 - 49.

Group III - Paper A marks 50 - 74.

Group IV - Paper A marks 75 - 100.

Each group was subdivided into three categories:

1. Paper A scoring above paper B.
2. Paper A scoring equal to paper B.
3. Paper A scoring below paper B.

Note:

- (1. Papers A and B were considered as equal if the difference either way was five or less.
2. The maximum for paper A was 100; for paper B, 129. The scores on paper B were reduced to 100 for purposes of comparison).

In addition to the 95 answer papers there were available the scores of 1261 candidates.

Group I - - - 51.

Category 1 - 0

Category 2 - 6

Category 3 - 45

Group II - - - 434.

Category 1 - 47

Category 2 - 81

Category 3 - 306

Group III - - - 616.

Category 1 - 167

Category 2 - 130

Category 3 - 319

Group IV - - - 160.

Category 1 - 88

Category 2 - 37

Category 3 - 35

Results obtained for Group I

Of the 51 in this group, 11 were available.

Category (1), 0; category (2), 3; category (3), 8.

The range of variation between papers A and B was 1 - 46,
the mean variation - 18.7.

A careful reading of the A papers of the 11 pairs resulted in:

raising	9	alteration in scores
leaving unchanged	1	range 2 - 14
lowering	1	mean 6.5

The following Paper A will serve to illustrate the means of arriving at this decision:

HISTORY 2.

Values.

Section B.

6 7. Causes of friction between England and the Colonies in the reign of George III were: George III tried to obtain the personal rule of the crown. To do this he had to cut down the authority of all men in power and who opposed the King. The next step he did was to get the Houses of Parliament favorable to his views. In order to do this he put favorites in power who promised to do exactly as the king wished. George III then tried to establish this rule in the Colonies. He established a Stamp Act in America, but the stamps and printers were soon destroyed. He set a tax on various articles at which the people of the Colonies looked with great disfavor. As a result, the American Colonies revolted and won their independence in 1775. Never again did Britain try to tax any overseas empires.

8. Reform Act of 1832.

0 The Reform Act of 1832 was first introduced by Lord John Russel. It had two purposes. The first was to do away with rotten burroughs that had a population of probably several persons but which still continued to send two members to Parliament. Such small villages were to cease sending members to Parliament. Populous cities also sent two members to Parliament. The Reform Bill arranged it so that populous cities

sent more representatives to Parliament while the burroughs were to cease sending. The second object of the Act was to allow qualified persons to vote. The male, twenty-one years of age, owning property worth sixty pounds, and paying ten pounds for rent, were qualified to vote.

To execute the first object, the Act was divided into Schedules, with different towns in each Schedule.

Section C.

3 9. Sir Robert Peel.

Sir Robert Peel was one of the great men in English History. He was a very able man, and could, even if his own party opposed to certain of his proposals, see that some things would be alright for the country, he would try to pass it, without regard to the opposition. This is shown in the repealing of the Corn Laws. The Corn Laws were passed to stop importing grain unless the home grain was sold at a certain price. The object was to increase the revenue of the country but the result was nearly starving the people. Peel saw that these laws would not do so in 1846 he repealed them.

3 11. Career of Gladstone.

Gladstone became a member of Parliament while yet very young, and there he showed his great ability. He rose in power very rapidly. His chief object was to grant Ireland Home rule. So in his first ministry

he introduced the first Great Home Rule Bill. The Conservatives went solidly against it and with them went most of the Liberals. The Bill was greatly rejected and Gladstone resigned. However, he got into power again but only to introduce the Second Home Rule Bill and fail again. Gladstone improved the system of education and land holding in England. He settled various troubles of the church.

2 Earl of Balfour.

Earl of Balfour lived about the same time as Gladstone. While Gladstone fought for the Home Rule of Ireland, the conditions in Ireland became very bad. Terrible assassination and murders took place. Balfour was sent over to Ireland and there he was given full right to try any cases without the jury. Earl of Balfour was prime minister of England for a short time.

Section A.

- 2 4. James the Second was a Stuart King who believed that he ruled by divine hereditary right, but he found it impossible to rule without money. The only source of money was from Parliament. Every time he voted parliament for money, the parliament would ask for certain rights. James II would refuse and dismiss Parliament. James tried many other ways of obtaining money until both parties felt that James must go. Therefore in 1688 the Parliament invited William of Orange and Queen Mary to the throne of England.

This candidate expresses himself well.

Question 7 - no change.

Question 8 - no change. Note the student loses 20 marks owing to a misinterpretation of the question. This error was found on several papers.

Question 9 - raise from 3 to 6.

The student has given 3 major items:

1. Peel's break with his party.
2. The purpose of the Corn Laws.
3. The effect of the laws and the need for repeal.

To give a correct response to this question required organization of the relation between cause and effect. The answer is substantially correct. It lacks detail. Of a maximum of 20, 3 is too low a score.

Question 11. Career of Gladstone raise 3 to 5.

A summary of career and achievements is required. There are 4 major items:

1. Ireland - church, Land and Home Rule.
 2. England - Education Act.
 3. Peace and Economy.
 4. Afghan War, Boer War, Crisis in Egypt.
- He has dealt with 3 of these, one in detail.

The Earl of Balfour raise 2 - 4.

- Major items:
1. His management of Ireland.
 2. Conditions in Ireland.
 3. Connect Ireland with the defeat
of Gladstone's policy.
 4. Premiership of England.

The answer is correct but without detail.

The paper A inserted below is an example of a wide variation between papers A and B. The score on A is 15; on B, 79 (61 in terms of 100).

HISTORY II

- ues.
- 2 2. Frobisher equipped a small fleet and was going to find a North-West passage to India. The first time he came back because of the lack of large ships. He thought he could get passed these icebergs with large ships. The next time he sailed he had larger ships. After he came to the icebergs he had very much trouble and the icebergs were damaging his ships so he sailed for home. As he was going home he stayed in the smallest boat and it sunk in a storm. All the men were lost.
- 5 4. When James II thought it was time he put Roman Catholics at the head of the church and army. The people disliked this. Then he began doing away with the laws of Church that Henry VIII made. He was slowly bring back the Roman Catholic religion. The people were going to let him rule till his death and then his eldest daughter (a protestant) would rule. When they heard he had a son born they all knew now that he must go. Seven men sent an invitation telling William of Orange to come and be there king.
- 0 5. Scotland wanted to have free trade with other

Values.

countries but England seemed to stop her. England always wanted to unite. The Scots decided to unite and after much debate with the English they united. Scotland now became very prosperous and free and England began to give her colonies better Government. They sent over men to live in these countries. England and Scotland both became rich and strong. They now were both under one Parliament but had different church laws.

6 7. Causes of Friction were:

1. The Navigation Act. By this act all goods going or coming from her colonies were to pass through England and be taxed. The colonies thought this was unfair. They thought that a Parlt. that they had no representation in should not tax them.

2. The Stamp Act. This levied duties on all goods.

3. The duties were being taken off and when a cargo of tea entered Boston harbor it was thrown into the sea. England closed this harbour for punishment. The colonies did not like this so they declared war on England for their independence.

2 9. Gladstone was well educated and he became a member of Parliament. Soon he work up until he was Prime Minister. Gladstone was Prime Minister four times. He made the country prosper. Ireland was in a very poor condition. Gladstone tried to pass a "Home Rule Bill" to help the people. His "Home Rule Bills"

never passed the house of commons.

Earl of Balfour was a very sensible man. He would not get mad nor he was not ambitious. He was in Parlt. for forty years and done many good services to his country. He was offered the position of Prime Minister but refused. The Earl of Balfour did not believe in letting the people govern themselves.

This pupil lacks ability to recall material on his own initiative but can do so accurately when a definite question is put to him.

According to the basis laid down, the score should be raised from 15 to 29.

Question 2 - raise from 2 to 7.

There are four major items on this question, the candidate states 2:

The motive is to find a North-West passage.

The failure.

He also has one minor item, the difficulty with icebergs.

Question 4 - raise from 5 to 7.

The student has 3 major items:

1. the attempt to restore Catholicism.

2. the birth of a prince.

3. the invitation to William of Orange.

He adds a minor item - putting Roman Catholics at the head of the army and of the church.

Question 5 - raise from 0 to 4.

There are 2 major items:

1. England restrained Scotland in matters of trade.
2. As a result of union both became rich and powerful.
3. They were united under one parliament but had different church laws.

Question 7 - raise from 6 to 7.

The first part regarding the Navigation Acts and the statement of the principle of taxation and representation is understood.

Question 11 - Gladstone - no change

Balfour - raise 0 to 2.

The pupil has a slight idea of Balfour's place in history and he knows Balfour's attitude to self-government

The lack of ability of this student to organize for himself is shown also on paper B. He misses entirely four of the ten items of Part II.

The third paper of this group submitted for consideration indicates a complete lack of information.

Paper A. 13, would lower to 7.

Paper B. 14.

Values

HISTORY II

11 3. The circumstances that brought about the passing of the Petition of Right was:

1. Charles I 1628 had held three Parliaments.
2. His third one resolved that he would rule without any Parliament.
3. The counties had been paying a tax.
4. There was to be ship money levied.

The chief provisions of the Petition of Right of 1648 were:

1. The King could not levy taxes without the consent of Parliament.
2. No person was to be imprisoned unjustly.
3. The soldiers were not to be billeted upon the people.
4. There was to be no martial law in the time of peace.

During this time ship money was brought about.

1. The king could not levy taxes.
2. This was a time of Peace.

The wealth that they had was given to the Royal treasury.

To the members of the Acts to elect six bishoprics. The rest was given to gentlemen as a reward or sold.

Values

- 1 2. Sir Francis Drake began to find the way to the Pacific by the way of the United States. From here he sailed around to the Cape of Good Hope. He had made three voyages. His first voyage he failed. But on the last one he founded a colony at Virginia. He brought back sugar, spices and tobacco and potatoes. He was the first man to smoke.

On one of his voyages Queen Elizabeth fitted an army of eight thousand men and put leicester in charge but it was not a success.

SECTION B

- 0 6. Pitt's policy during the seven years war was:
Pitt's greatest aim was the army. He aimed at peace at home and abroad during this period. The taxes were free, free press and dissenters free. The debts were to be abolished.

- 0 The terms of the Treaty of Paris 1763.
1. Montenegro

- 0 8. The reform Legislation of the First Parliament held under the Reform Act of 1834.

This was signed by Lord Earl Grey:

1. There was to be voting by ballot.
2. Country was divided up into districts.
3. The members of Parliament had their right to elect members.
4. There were to be members from buroughs having the

Values

amount of ten pounds and from the counties
members having fifty pounds.

5. Each district was to have its own representative.
6. Women Suffrage.
- 7.

SECTION C

- 0 11. Palmerston was educated at Eton and Cambridge University.
- 0 11. William Gladstone held four ministries. The passing of the Bill of Rights in 1689 that brought about the Home Rule Bill.

Question 3. 11 - reduce to 7.

This gives no information on the subject of circumstances which brought about the Petition of Right. The only items of any value are the four terms of the Petition.

Question 2. 1 - reduce to 0.

This is quite incorrect.

Question 6. No change.

Question 8. No change.

Question 11. Reduce 1 to 0.

Results for Group II.

Twenty-three papers were read; in category 1, 5
category 2, 5
category 3, 13

The range of variation between papers A and B was
1 - 39; the mean variation, 15.7. A reading of
the A papers resulted in raising 16, leaving 4,
lowering 3.

The increase in marks was: range 2 - 20
mean 5.4.

There is evidence of lack of uniformity in the
working of this group. The two papers given be-
low illustrate the point.

HISTORY II

Section A.

Values

- 12 2. Drake was a notable explorer and fighter in the reign
of Elizabeth. He led an expedition into Cadiz Bay
and burnt two ships. He escaped unharmed and this
was called Singeing the King of Spains Beard.

When Spain sent her Armada against England, Drake
was in command of a fleet of British ships. Acting
on his suggestion they dispersed the enemy with fire-
ships and by the smaller British ships getting under
the large Spanish as the Spanish could not fire on
them. The Spanish tried to break away southward but
were cut off. They then sailed north thinking to

get around the British Isles and escape by North Sea. The British followed them incurring great losses in the ranks of the Spanish.

Drake led an expedition westward to North America. He plundered ships on his way. Arriving at the Spanish Colonies near Panama he looted two towns. Fearing capture he sailed south and rounded the southern end of South America and into the Pacific. He was the first white man to sail on the Pacific. From there he sailed west and rounding the Cape of Good Hope sailed back to England. He returned with but one ship and had been away three years and sailed around the world.

- 8 4. James II tried to restablish the Roman Catholic faith in England.
1. He placed Roman Catholics at the head of the army.
This was contrary to British Law.
 2. He repealed by proclamation acts against dissenters. By this he brought the enmity of the people against him.
 3. He sent help to the Catholic country France.
 4. He placed Catholic men at the heads of the church and colleges in England.
 5. He would have nothing to do with his parliaments.
 6. On his accession he won disfavor by trying to divorce his queen but the church would not sponsor it.

7. He believed in the Divine Right of Kings i.e.

That the king was answerable to nobody but God and that he was placed in that office by God.

8. A son was born to James and the country realized that their troubles would begin all over again.

So they elected a delegation which invited William of Orange and Mary to take the throne. This was known as the Revolution of 1688.

7 5. Union of England and Scotland.

This was brought about for the benefit of both countries. The church played a large part in the success of the union. In the way that they got into direct contact with the people so that there would be no hard feelings. The union was brought about in 1707.

1. The Scottish parlt.ceased to exist.

2. Scotland sent 45 members to English House of Commons and 16 peers to the House of Lords.

3. Rights of citizenship were to be the same in each country.

4. Scotland got the right to trade with England and all her colonies without being taxed for it.

5. There was no longer danger of a hostile country to the north of England.

6. The same applied for Scotland they would have no enemy on the South.

7. It brought closer together people of the same race who formerly had been constant enemies.

Values

2 7. England and her Colonies

The American colonies considered they were not getting fair treatment and set about to get their Independence. This they got by defeating the British Armies. The British did not understand the colonial warfare. They were a long ways from supplies and they had no competent backing at home.

The Colonies objected to the Navigation Laws which held them very rigidly. No goods could go out of the country except in British ships. Thus the colonies had no trade with other countries unless they transhipped to British ships.

The English forced direct taxation on top of indirect on the colonies despite the fact that they had no representation in the English parliaments. This was the final thing that caused the outbreak.

4 10. Foreign Relations of Disraeli.

Disraeli was the son of a converted Jew of tourney. Despite the fact that the Jews were a hated nation in England, Disraeli led on till he reached the top.

He bought shares in the Panama Canal and finally had it so fixed that England contained the controlling interest.

Probably his greatest achievement was the Russia question.

By the Treaty of San Stefano Bulgaria gave Russia concession in Bulgaria. Russia would have a sea

Values

coast from which to supply her navy. This added power to Russia threatened the Supremacy of Britain.

Disraeli demanded a meeting so he arranged the Congress of Berlin. Despite the fact that the greatest statesmen from every country were there he had it all fixed very nicely for Britain before the Congress began. So England supremacy was assured by Russias losing her hold on Bulgaria.

HISTORY II

Values

Section A.

- 6 1. The Court of Star Chamber was made up of members of the Privy Counsel. He established the Court of Star Chamber to deal with evils of livery and maintenance of the nobles. The nobles had been getting too much pay so the Court's job was to control the pay so that they got only what they deserved. There had been cheating and too much gambling going on in the Government, this was also checked by the Court of Star Chamber.
- 7 3. The circumstances that brought about the passing of the Petition of Rights were:
 1. Scotch National Covenant.
 2. King refusing to report about failure of Ille de Rhe expedition.
 3. Short Parliament. When King refused to give up no more concessions than the Ships Money tax.

Values

4. King's favorites: Parliament did not want the King to have any favorites. The King's chief favorite was Buckingham.
5. The impeachment of five members.
6. Five Knights' Case.
7. Tonnage and Poundage Tax.
8. Ship Money Tax.
9. The Calling of Long Parliament. King was in need of money.
10. Petition of Rights:
Its provisions:
 1. Abolish Ship Money tax and Tonnage and Poundage tax.
 2. King should hand over army to parliament.
 3. The King should have no more favorites but should be advised by Government.
 4. Should be no martial law in time of Peace.
 5. Presbyterian church to be the national Church for Scotland.
 6. Soldiers should not be billeted in private houses.
 - 7.

Its Importance: The King was put in shackles. There never would be very much trouble with the King's after the act was passed.

Section B.

- 1 6. Pitt's policy during the Seven Years War was non-interference. He believed in keeping Great Britain peaceful. He made Peace with France by reciprocal

Values

lowering duties on both sides. He decreased the National debt.fund. He bought shares from the Khedive of Egypt for the Suez Canal thus making Eng-lands transportation safe on the canal.

Treaty of Paris 1763.

1. North America (all except a few tiny fishing isl-ands came under the control of Great Britain.
2. Canada was divided into Upper and Lower Canada.
3. It had Responsible Govt--a legislative assembly.
- 4.

11 7. The Causes of fri~~x~~ction between England and the colonies in reign of George III were:

1. Navigation Acts: The Colonies could not sail with goods to other countries without touching England.
2. Col. Manufacturing Prohibition Act: Only certain things could be manufactured in the colonies.
3. Rice Act--A duty (heavy) was placed on Rice.
4. The colonies could not have a government of their own but must be ruled by George.III and his min-isters who were way across the waters from them in Great Britain.
5. The Boston Tea Party.
6. Boston Massacre. There was a heavy duty on tea and once when a cargo of tea came into the Boston harbor, two men dressed as Indians threw the tea in the harbor.
7. The Boston Port was closed to all trade.

Values

8. The colonies charter was taken away

(Continued from Colonial Manufactures Prohibition Act) No. 2.

Some products must be shipped to Great Britain to be manufactured. That is the raw products could not be manufactured in the colonies. This angered the colonists.

9.

SECTION C.

3 11. W. E. Gladstone.

Gladstone worked for Home Rule and during his administration he fought hard for Ireland. The Irish people were not having nearly enough freedom as they should have had. The First Home Rule Bill passed the House of Parliament three times but was rejected by the House of Lords, so the Bill was not passed. Gladstone never gave up hope so again he started to work for Home Rule. The Second Home Rule Bill was brought forward but was again rejected by the House of Lords but the bill was passed by the Parliament Act which stated that any act which passed the H. of C., in three successive times became law. Gladstone did not live to see the Bill passed but it was passed a few years after he had passed away.

The Provisions of the Home Rule Bill:

1. Ireland was given Home Rule.

2.

The first paper shows logical arrangement. It has been raised from 33 to 53 on this basis.

Question 2: from 12 to 14.

" 4: " 8 to 12.

" 5: " 7 to 10.

" 7: " 2 to 7.

" 10: " 4 to 10.

The second paper is raised from 28 to 32.

Question 1: from 6 to 10.

It is markedly inferior to the first paper. Considerable of the material offered is irrelevant. It seems to be a case of memorized, unassimilated notes. Yet as originally scored, there was a difference of only 5 marks between the two papers.

Another illustration of lack of uniformity is found in the marking of Question 2--The Voyages of Drake.

Drakes' Voyages -- Value 10.

Drake left England and sailed to the Cape Verde Islands. From there he sailed along the East Coast of South America, around Cape Horn and up the Pacific Coast, to Drakes' Bay near where Vancouver now is. He sailed across the Pacific to the East Indies. From there he went to the Cape of Good Hope, Africa. He sailed around the Cape, came up the West coast of Africa to the Cape Verde Islands. From there he went back to England.

Drakes' Voyages - Value 8.

It was neither colonization nor exploration that brought Sir Francis Drake out on the seas. It was the Spanish gold ships. He would go out and rob every ship that he saw. On a voyage to Panama he saw the Pacific Ocean and decided to be the first Englishman to sail that ocean. He went back to England and got together a fleet of four ships.

He set sail and luck was with him until he reached the Magellan Straits where one of his ships sank with all hands. Drake burned another and a third went back. Drake however, kept on in the "Golden Hind". He sailed up the Spanish main plundering every port he came to. He kept this up till he got to the northern extremity of the Spanish main. He there saw that to return was certain death as the Spanish would be ready.

At the point where San Francisco now stands he struck out westwards and returned home past Cape of Good Hope. In this trip he had sailed around the world although he had had no intention to do so at the start.

Results for Group III.

There were thirty-three of this division considered
category 1, 10.
category 2, 6.
category 3, 17.

The variation between A and B papers was:
range 2 - 39.
mean 13.1.

The official scoring was altered as follows:

Raised - 25 (17 of these were below 60)
Lowered - 5.
Unchanged - 5.
Range: 1 - 18.
Alteration of marks median 6.

The three answers to Question I given below indicate a considerable difference of opinion on the point of what constitutes a complete answer to this question.

Answer 1. -- Valued 8.

"Henry the seventh established the Court of Star Chamber so that he could raise money and by so doing would weaken the power of the lords and nobles. After the Wars of the Roses he held the nobles who were not killed off, in the Court of Star Chamber and fined them and took away from them large sums of money. The Court of Star Chamber was the Privy Council which sat in Westminster and checked the nobles. In 1641 it was abolished. It did very good in the reign of Henry VII.

Answer 2. -- Value 8.

"Henry VII established the Court of Star Chamber because the judges of the other courts were afraid of the nobles and if the case was a very bad one the judges would accept bribes from the nobles and let them off. Henry established this Court and he, himself, was judge so that any noble that did wrong could be justly punished because Henry was not afraid of them. The services it rendered in his reign were: (1) It gave the King more power over the nobles. (2) Any noble who broke the law especially maintenance and livery could have his retainers taken away and be punished."

Answer 3. -- Value 20.

"When Henry VII came to the throne the nobles were divided into two parties, the Yorkists and the Lancastrians. To make sure that no noble could start a war against him, Henry VII had a law passed that only allowed so many (about 50) men to be in livery on each noble's place. If a noble kept more he was to be fined heavily. To enforce this, Henry had the Court of Star Chamber started made up of the Kings' Privy Council.

Henry VII needed money to carry on the affairs of the government, and not wishing to make the people dissatisfied by placing taxes on them, he used the Star Chamber as a method. Anyone disobeying the laws was fined heavily and Henry used the fines to meet the expenses.

The Star Chamber (1) raised money without taxation,

(2) enforced the laws, (3) lessened the power of the nobles and strengthened that of the King."

The difference between answers 1 and 2, on the one hand, and 3, on the other, seems to be due, not so much to a superior grasp by the third pupil of major items, as to a recall of more detail. Major items are not sufficiently weighted in answers 1 and 2.

The practice of putting a high value on detail is not, however, adhered to consistently as will be easily seen from two answers to Question 3.

Answer 1 -- Value 10.

"Duke of Buckingham was a favorite of James I and he led the disastrous expedition of Ile de Rhe. Parliament wished to make investigations and find out why the expedition had failed. However, James would not allow them to do so. So Parliament brought forth the Petition of Right.

Terms: 1. The King could not tax without the consent of Parliament.

2. The King could not imprison without a fair trial.

3. Soldiers could not be billeted in private houses.

4. Martial law could not be used.

This bill put a check on the King and made it necessary for him to call Parliament."

Answer 2 -- Value 10.

"When Charles I came to the throne he was determined to rule as an absolute monarch. He would call a parliament and ask for money. If the parliament started to ask concessions of him, he refused and dissolved it. Seeing he could not get money that way he started to revive old forms of taxation. The people had no check on him as Charles would not call parliament. Due to this policy the case of John Hampden came up. This served to show the people how unjust the courts were. Finally Charles decided he wanted to send an expedition to La Rochelle to aid the Huguenots. So he asked for a loan which he knew no one would pay. Then he proceeded to collect it by force and also to force men to fight. As a result of this expedition which was a failure, the Petition of Right was drawn up. This bill said that no man could be thrown in prison without a fair trial or cause shown; that there was to be no billeting of men in private houses; there was to be no forced loans and no more getting men for the army by force; no martial law in terms of peace.

This bill was an effort on the part of the people to regain control over the King. When Charles proceeded to impeach the five members of parliament, the people saw that the only way to get control was to fight for it. This was the reason that the Great Rebellion broke out in 1649."

Below is an example of very severe marking. The paper is well written; it indicates both power to interpret and to organize. A careful study resulted in raising it 15 marks--as follows:

Question 1. 18 - 18

Question 5. 9 - 16

Question 10. 15 - 19

Question 7. 10 - 14

Question 5. 5 - 5

HISTORY II

Values

- 18 1. Henry VII established the Court of Star Chamber to deal with matters that could not be dealt with in the smaller courts. It was a high court and acted as a privy council. It dealt with such matters as Livery and Maintenance.

Livery and Maintenance was:

The large nobles obtained many men to work for them as servants. They bought elaborate suits for them and when the noble was in trouble he called on these servants to aid his cause. Often nobles waged wars upon one another just to obtain more land and power and these servants maintained or aided their lord and master.

This is what the Court of Star Chamber dealt with mainly.

Also the Court of Star Chamber had a great deal to do with the depleting of the nobles.

Many of the nobles had been killed in the Wars of the Roses but those that hadn't returned to England. Many of these had lost much of their money also. But when they returned to England and started hiring servants the king had them brought before the Court of Star Chamber, which consisted of judges chosen by the king. This court always did as the king wished it and the verdict was usually a heavy fine.

In this way the nobles lost their money and without money they could do nothing and thus they lost much of their power.

Often besides the nobles being heavily fined by the Court of Star Chamber the king took away their titles. Thus the Court of Star Chamber depleted many of the nobles and helped feudalism to die out. As well as aiding feudalism to die out the Court of Star Chamber placed money in the treasury for the country by the heavy finds that were exacted upon the nobles.

The Court of Star Chamber also dealt with other cases among the poorer classes which the king thought was too important for the other courts to tend. These cases were nearly always a heavy find and if the person could not pay the find their property was seized and they were cast in prison.

between Scotland and England. The first step was in the reign of Henry VII. Henry VII married his daughter Margaret to King James IV of Scotland. This brought friendly relationships between England and Scotland but was broken by a war. A peace treaty was tried to make friendship between them but was not strong enough. Another marriage between Edward VI of England and Mary Queen of Scots was arranged but Edward died before it was completed. War was then tried to bring Scotland to peace terms but this was the worst way in which to bring about a union and hostilities arose. However in 1707 it was seen that a union between the two countries would be a great advantage to both countries and the Act of Union of 1707 was passed. Before this both countries had had the same sovereign but different governments. The English had a parliament and the Scotch had a council. The Act of Union did away with these and brought England and Scotland under one government. England, Scotland and Wales were brought into one commonwealth known as Great Britain. The government was made up of 375 English men, 30 from Wales and 30 from Scotland.

Scotland however was to have freedom of religion and her own law in church. There were no restrictions against Presbyterianism.

There were advantages secured by each country. Scotland grew in commerce and trade. Her universities and

educational system was developed. There was to be free trade between England and Scotland. This started much travelling and commerce and roads and ways of travelling were bettered. This was an advantage for both countries. England could now find other means of trading and the English people found a change by being able to transact business with another country without having to pay heavy duties.

Thus the Union of Scotland England was a peace treaty and there were no disadvantages on either side. No land or power was gained by one country but both countries gained prominence.

- 15 10. Disraeli was Prime Minister of England from 1874 to 1880 and he did much for England in his Foreign policy.

The most far sighted thing that Disraeli did for England during his ministry was the procuring of shares in the Suez Canal. Disraeli heard that the Khedive was bankrupt and selling shares of the canal. Disraeli immediately went to the Khedive and bought the majority of the shares in the canal. This gave England almost complete command of the canal. It was also on the way to Australia, New Zealand and India and England's position in trade relations with these countries was now secure.

Also in Disraelis ministry Turkey still held provinces in Austria known as Bosnia, Herzegovina and

Romania. The Herzegovinians revolted against their tax gatherers. This revolt was put down but then the Russians took up the side of the oppressed people and war ensued. Finally in 1875 the Turks were forced to surrender and the Treaty of San Stefano was signed. This was a very important treaty although it was not allowed to be adopted. This treaty made Bosnia Herzegovinia and Romania independent states.

It also made a new state of very large territory known as Bulgaria. Had this treaty of San Stefano been adopted the new was the largest and would have been the most powerful but at this Disraeli stepped in on the side of Turkey in order to preserve the Balance of Power. Finally however Russia was defeated and a Congress was called to meet at Berlin. This was a meeting of the powers to settle the dispute, but before Disraeli entered the Congress he had two separate conventions with Turkey and Russia. This was kept a secret but just before they were completed a newspaper published it.

The first treaty was with Russia.

1. In this treaty Russia agreed that the new state should be reduced to more moderate dimensions.

2. England said Russia was to have Bessarabia and part of South Romania.

The second treaty was with Turkey.

In this treaty England was to protect Turkey's

Asiatic parts and to protect the neutrality of Turkey England was to obtain the Island of Cyprus.

Thus Disraeli had settled everything before the Congress and he knew just what would take place. The Congress was ended by the Treaty of Berlin in which none of the countries gained very much.

1. The new state of reduced to smaller and more moderate dimensions.
2. The island of Cyprus was given back.
3. Bessarabia was also returned but Russia still had a part of Romania.

The result was that the Balance of power was preserved.

Disraeli, throughout all his ministry tried to procure friendly relationships among the European powers and tried to spread commerce and trade.

- 10 7. The causes of friction between England and the Colonies in the reign of George III were:

1. The colonies had had self government but the governor-general was sent out by the home government. The colonies had a local assembly that could vote the governor's salary and on local affairs. The king began to interfere with this. He said they had no right to do this.
2. George III said that the other kings had not been interested and had let the people rule too much and he started to interfere with the colonies by

making them send certain raw materials only to England. This caused friction because the colonies could trade this material in great quantities with other countries.

3. The king also would not let them manufacture their own goods. They were to ship their raw materials to Britain to be manufactured.
4. He also made it so that the colonies had to ship their goods first to England before trading it with another country. This the people objected to because it cost a great deal to do so.
5. The thing which caused most friction was the ~~levy~~-ing of direct taxes on the colonies. The king said it was to get a navy and standing army and these taxes were to be paid. Before this the people had not paid any such tax and said it was not fair because they were not represented in the British Parliament. The king however forced them.
6. Also a duty was put on incoming goods such as tea. This the colonies objected to very much and the Boston Tea Party was the result. A shipment of tea at a very low rate of duty was sent to one of the colonies but the colonizers would not let them unload it and a number of men disguised as indians boarded it and threw all overboard.

5 3. The circumstances bring about the passing of the

Petition of Right of 1789 were:

The king was Catholic and had been encouraging catholicism. He had been interfering with parliament and going against their will. He was doing the very things that his father had been executed for. He levied taxes without consent of parliament. He had a declaration of indulgence passed which relieved all catholics from conforming. He began to place Catholics in the highest positions obtainable. The slightest thing he could find wrong with anything or anybody he got rid of them and placed a Catholic in that position. He began to procure high judges which were nearly all Catholics. At this time the Fellows of Magdalin were to elect a new head, the king wrote to them to place Mr. Farmer in it. He was a strong catholic. The Fellows were against this but the king commanded and forced them to do so. The people endured all this for the king had no heir and when he died his sister Queen Mary would reign but their minds were changed when suddenly it was announced that a son had been born to the King and Queen. The people immediately invited William of Orange and Mary over from Holland to take the throne in England.

When they came over the Petition of Right was drawn up. It said:

1. The king could not levy taxes with consent of parliament.

2. The king could not levy loans without consent of parliament.
3. The king could not have a standing army.
4. There was to be freedom of election in Parliament.
5. There was to be freedom of speech in Parliament.
6. The sovereign of England must be protestant.
7. William of Orange and Queen Mary were recognized as joint sovereigns.
8. The king was to have no power over the courts.

The importance of the Petition of Right was the power of the king was lessened while the power of the people was increased. This showed that the people were gradually gaining power while the king was losing most of his power.

A comparison of the above paper valued 57, with this one valued 57, reveals the extent of the variation in marking. This paper has been reduced as follows:

Question 5: 12 - 12.

Question 7: 20 - 16.

Question 10: 7 - 5.

Question 3: 12 - 12.

Question 1: 6 - 2.

Values.

HISTORY II

12 5. Union of England and Scotland.

The advantages secured by each country were:

1. Scottish parliament and council should cease to exist.
2. Trade between the two countries was to be free.
3. No striking difference was to be noticed between an Englishman or a Scotsman throughout the Br. Empire.
4. The union of the two countries was to be known as the British Empire.
5. Scotland was to have her own Presbyterian church and her legal system.
6. The two countries were to have the same government.

There had been wars between England and Scotland in Charles II reign. Therefore if they were united they would be on friendly terms and united in order that there would be one empire, the Br. Empire.

20 7. Causes of Friction between England and the Colonies.

1. The Navigation Acts.

Goods which were imported to or from the colonies was to be shipped in British or Colonial ships.

Goods could not be imported into the colonies without being first landed at England. Goods could not be exported from the colonies without being first landed at England.

Values

2. The Manufacturer's Prohibition Act.

1. Certain goods were named which were forbidden to be manufactured and therefore had to be purchased from Great Britain.

3. The Stamp Act.

This was an act which imposed a fee upon all legal documents.

Events Leading to the War.

1. There was the Boston Massacre.

2. One of the Br. Schooners, the Gaspe, was boarded and burned while lying in Providence in Rhode Island.

3. England allowed the East India Company to purchase tea from the warehouses in London without paying the English duty.

4. But before they were able to leave their ships a party disguised as Mohawk Indies threw the tea overboard.

5. The Government punished the town for this Boston Tea Party by closing the country to warships and it also suppressed the charter of Massachusettes.

Military Operations.

1. The first battle of any size was Bunker's Hill.

2. The Americans boldly invaded Canada.

(a) They gained Montreal.

(b) They were driven back from Quebec.

(c) They were forced to give up their arms.

Values.

3. Br. General Howe made wonderful expeditions in Pennsylvania.

4. Cornwallis when going to India was cut off from his supplies by a General Burgoyne at Saratoga.

7 10. Social Legislation.

1. Where the wages were too low to support a labourer and his family the necessary addition would be taken out of the rates.

2. In 1833 all the slaves in the Br. Empire was set free.

3. All lodgers who paid ten pounds a year in rent could have the right to vote.

4. The Artisan's Dwellings Act.

They were to have well provided for homes to live in. They could also see that where people were living in filthy and dirty homes they could destroy them and rebuild them if necessary.

5. The Old Age Pension's Act.

People that were over seventy years of age and did not have enough money to feed and protect themselves could draw money from the government.

6. A Factory Act.

(a) Persons under eighteen years of age could only work forty eight hours a week.

(b) Persons between eighteen and twenty one years were to work sixty five hours a week.

7. The Speedhamland Act.

8.

Values.

12 3. Petition of Right.

1. Illegality of forced loans or taxes.
2. Illegality of imprisonment without trial.
3. Illegality of billeting soldiers in private houses.
- 4.

During Charles II's reign Charles needed money. In order to get this two outstanding movements occurred.

1. The Five Knights' Case.

Charles needed money for the Ile de Rhe expedition and therefore he got it by (a) the "press" system, that is forcing them to give him money or else they were sent to prison. Five especially independent knights objected to this "press" system. Therefore they were thrown in prison. When the day came for their trial they were not given it and they were left in prison. However they were soon let go but not until they had agreed to his plan or idea. Therefore the petition of right was drawn up.

Also during Charles II's reign there occurred what was known as the "Impeachment of the Five Members". This was similar to the Five Knights' Case. The five members were not ready to agree to this way of securing money and therefore they also were impeached.

Importance of the Petition of Right.

1. Prisoners could now be tried before they were put

Values.

in prison.

2. They could not billet soldiers in private houses.

3. Just because a poor man could not pay his taxes or loans at once they were forced to do so. The Petition of Right avoided this.

6 1. Henry VII's Reign.

During Henry VII's reign, he had many troublesome movements to deal with:

1. The Reminiscences of the unfortunate Roses Struggle.

2. He had to deal with pretenders to his throne who were Lambert Simnel and Perkin Warbeck.

3. These dynastic marriages had a great deal to do with his throne of his brother and himself.

4. He had to secure recognition from the king.

5. Court of Star Chamber enabled him to do away with most of this.

Accomplishments of Henry VII.

1. He put down his pretenders Lambert Simnel and Perkin Warbeck. One of them was killed and the other died of natural death.

2. Dynastic Marriages.

1. He married himself to Elizabeth of York.

2. His brother Henry VIII was married to Katherine of Aragon.

3. His daughter Margaret to James IV of Scotland.

3. He secured recognition from the pope as a legitimate king.

Values.

4. Court of Star Chamber.

This was a chamber on which there was a throne for the king and the ceiling of it was covered with stars. Charles II also had Livery and Maintenance. Livery was the uniform which they had and maintenance was the number of soldiers which were sent to fight. By the Court of Star Chamber Henry VII made his reign of well accomplished order.

5. He sent the Cabos and discovered the New World in 1492. This gave expansion to the world.

6. He also secured trade by:

(a) Trade treaties with France.

(b) Trade treaties with Venice.

(c) Trade with Spain.

Results for Group IV.

28 Papers of Group IV were examined.

Category 1, 9.

Category 2, 7.

Category 3, 12.

The variation between papers A and B was:

range 1 - 53

mean 15.

The scores were altered as follows:

raised 8.

lowered 3.

left unchanged 16.

alteration range 2 - 10.

mean 5.2.

The difference of 53 between the two papers was exceptional, the next highest difference being 27. This wide variation is accounted for by the fact that the candidate did not attempt Part IV of the objective test. This meant a loss of 44 of the 129 marks. This is the only instance found in the 95 papers examined of candidates finding the objective test too long for the time allotted.

The score on the A paper of this student was 100. This paper and another scored 100 are inserted to show the nature of an answer paper accepted as completely satisfactory.

HISTORY II

Values.

Section A.

20 2. Voyage of Drake.

His first voyages were with John Hawkins to and fro between Africa and Spanish colonies for the purpose of shipping slaves. Drake made a voyage to the height of land at what is to-day the Panama peninsula. Here he saw the Pacific Ocean and he decided to make a voyage into its waters. He returned to England to prepare for his voyage. One of his men left England previous to his leaving and with a ship and men reached the Panama. They abandoned their ship, crossed the height of land and reached the Pacific Coast. Here they constructed a ship and robbed pirate ships until captured and hung in a Peruvian town.

Values.

Drake left England with three or four ships, crossed the Atlantic ocean and sailed down the eastern coast of South America. During this trip the men mutinied. They were punished severely and their leader hung. Drake sailed through the St. of Magellan and came into the Pacific waters. He sailed along the coast attacking Spanish treasure ships as he went. Drake sailed as far north as what is to day San Francisco then with his ship (for two had gone back to England before they entered the Sts. of Magellan) laden with silver and gold he did not return the way he came as he feared capture by Spanish but returned across the Pacific through the East Indies sailing in the Indian ocean south to the southern extremity of Africa and then again in the Atlantic ocean back to England. Most of the treasure went to the English coffers and for his brave journey Drake was made Sir Francis Drake.

In 1588 he fought against the Spanish Armada and the successful defeat was due a great deal to his efforts. He led a land expedition against Spain at a later date. He made two more sea voyages against Spanish treasure ships. On his last voyage he became stricken with fever and died. He was buried in the ocean just off the Spanish colony of Porto Bello.

20 4. Development in James II Reign to 1688.

James second came to the throne when his brother Charles II died in 1682.

Values.

He was a stricter Catholic even than Charles II and considered it his duty, just like Mary, to re-establish the Catholic church in England. He treated the protestant dissenters cruelly all through his reign.

When Monmouth came from Holland to raise a rebellion against the rule of James II he was defeated by Churchill, James II chief army general. Monmouth was executed at James orders and James sent Judge Jeffreys throughout England giving those suspected of helping Monmouth a mock trial. Over 300 persons were executed and over 80 were sold as slaves in the West Indies. James' queen dealt in the lives of these people she herself receiving some of the money when they had been sold as slaves. This event was called the "Bloody Assizes".

James now started placing Catholics at the head of his army and in civil offices contrary to the Test Act which stated that no catholic should hold any military or public office. To show off his power he gathered his well trained army in London. By this arbitrary act he lost a great deal of support,

He now tried to force a college to give up its right of electing its own president so that he might place a Catholic in the position.

James now issued his declaration of Indulgence

Values.

which freed all protestants and Church of England followers from their vows. He ordered it to be read in all churches throughout England. Even Church of England bishops protested. He had them put on trial for sedition but they were acquitted of the charge. Stuart kings before had full control of the courts and their subjects but this incident prove that the Stuarts no longer exercised complete control over their subjects.

James had two daughters, Mary and Anne. Mary had married William of Holland. The people of England decided to wait until James died when one of the other of his daughters might succeed him. James the second now announced the birth of a son. That was too much for the English people for they knew that his son would be as strict a Catholic as he was. The English parliament now sent the "Invitation" to England of Orange and Mary to come to England. William landed at England and immediately James soldiers deserted him for James, even his trusted general, Churchill. James was allowed to escape from France the bloodless revolution lasting only a short time. William and Mary were made King and Queen of England at coronation in 1688.

Section B.

8. The Reforms of the First Reform Parliament 1832.

Under Lord Gray the following Reforms were issued.

Values.

6 1. Emmancipation of Slaves Act.

This act provided £100,000,000 to be distributed among slave owners as compensation for forcing slaves. This act completed Pitts plans of abolishing slaves.

6 2. Factory Act 1832.

(1) There was to be no night duty for people under 18 years of age.

(2) Children from the age 9 - 13 years were to work 8 hrs. a day for six days a week.

(3) Children from 13 years to 18 years were to work not more than 11 hrs. per day for six days a week.

(4) Officials were appointed to enforce this law.

6 3. The Poor Law Ammendment Act 1834.

Conditions of the labor class had been steadily getting worse due to the poor laws which stated that money would be furnished by the government to support him if his wages were insufficient. Now relief out of doors was to be given to the old and feeble, while able bodied men could enter a work-house for food and sleep but no pay. This act greatly reduced the number of applicants for relief. Officials were appointed to manage work-houses and enforce the law.

4. The Dutch in Cape Colony, disliking the emmancipation of slaves act and other reforms moved to Transvaal.

Values.

- 2 5. The East India Co. not dropped its trading rights to become the Govenors of India. Before the trading co. had been governing as well as trading in India, but the task was becoming to much so they now governed only.
6. The British discoveries. New Zealand and Austral-
ia were now being colonized to quite an extent.

Section C.

- 20 9. The career of Sir Robert Peel.

He was a tory and we first hear of him with Prime Minister Wellington. Peel as Home Secretary when they repealed Test and Corporation Acts. Catholics were now allowed to hold any civil or military offices.

Wellington appointed a certain Mr. Fitzgerald to stand for an Irish Constituency. In the bye-election, Fitzgerald was defeated and Daniel O'Connor a Catholic landowner was elected. Being a Catholic he was excluded from Parliament. Wellington decided that the Catholic Relief Bill must be passed since a rebellion was rising in Ireland. It passed both House of parliament and although the King was opposed to the measure it became law. It was partly due to the efforts of Peel that the Bill passed. Catholics were now allowed to take and could hold any parliamentary position except; Chancellor of the Exchequer for England or Lord Lt. of Ireland.

Peel became Prime Minister about the year 1840. Trade did not flourish at this time due to hundreds

Values.

of little duties on imported goods and exported goods, and also due to the Corn Laws, e.g. while wheat remained lower than \$2.50 per bushel imported wheat could not enter England. The "Whigs" formed a committee to look into the matter. They handed Peel their views and Peel who was very broad minded and ambitious gave it his immediate attention.

This led to his budget of 1842. The terms of the Budget.

1. The duty on corn was to be $\frac{1}{2}$ of what it formerly had been.
2. Most of the duties on raw materials were abolished.
3. An income tax was to be placed on the wealth to make up the loss of revenue from duties on raw materials.

Due to the failure of the wheat and potato crops and the high price of wheat famine in Britain was unavoidable. Peel considered the matter carefully and gave his views to the Cabinet. He met with so much opposition from it that he resigned. Lord Russell was asked to form a cabinet but he failed to do so. Peel was recalled. He immediately introduced the Corn Law question and with the aid of many Whigs and some Tories had the "Laws" repealed. At the same time he introduced the Corn Bill and the Customs Bill. The

Values.

Corn Bill was to gradually do away with the duty on corn three years to be taken in the process. The Customs bill was to do away with duties on manufactured goods.

Since Peel had repealed the Corn Law and introduced the Custom Bill and Corn Bill he was carrying out a "Whig" policy namely "Free trade". The Whigs, therefore considered they had voted with a Tory long enough. At the same time a Tory opposition was working against him. He therefore was forced to resign defeated in parliament at the astonishment of the members by 74 votes. He continued as a private member in the House of Commons until his death in 1850.

- 20 10. Disraeli and Social legislation of the period 1874 - 1880.

Gladstone had lowered the National Debt and subsequently lowered taxes. Now Disraeli established a sinking fund to gradually cut down the National debt. A charge of £ 28,000,000 was to be paid annually.

Domestic Legislation.

a. Artisans Dwelling Act.

Corporations in towns with a population of over 25,000 people were given the right to correct out of date homes and charge it to the owner or to offer the owner a price for his home, improve it and rent it out. The idea was to give a good home for the middle class at a minimum cost.

b. Workmans Act.

This act followed immediately after a strike. It stated that;

1. Peaceful picketting was to be allowed, i.e., a striker could persuade a fellow worker in a peaceful way to leave his employment.
2. Legal action done by one workman was not considered illegal when done by a number of persons. This act established the Labor Unions giving them a great deal more scope.

c. Merchant Shipping Act.

Some ship owners were overloading poor ships. The result was that many lives were lost unnecessarily. Plimsol, a member of the House of Commons, had been working against this overloading of ships for 25 years. Now the Board of trade was given the right to stop unseaworthy craft. The Plimsol line was established above which ships must not load.

Factory Act.

This was not another act but just a consolidation of previous acts into one clever code. Disraeli published his novel, **Sybil**, which depicted the life and existing conditions in factories.

Values.

HISTORY II.

20 4. Developments Which Led to Revolution of 1688.

The aims of James II, when he became the King of England, were to rule as an absolute monarch and to reestablish the Roman Catholic religion in England. It was this policy and the gradual unfolding of it that led directly to the Revolution.

I. Ruling as an Absolute Monarch.

(A) Monmouth's Rebellion:

(1) Four months after James II came to the throne of England, a rebellion broke out under the Duke of Monmouth, illegitimate son of Charles II.

(2) Monmouth came to England from Holland, bringing a small army of Dutch with him. He proceeded through the country, his cause attracting some English adherents. At Taunton he was crowned king of England.

(3) Monmouth was finally defeated severely at Sedgemoor by James' forces and his army was scattered. Monmouth was executed and as many of his followers who could be found were severely punished and put to death under the jurisdiction of the "Bloody Assizes".

(B) Bloody Assizes:

(1) In order to quell any further uprisings of the people against his rule, and to punish those who had risen to aid of Monmouth in his rebellion, James established a series of court trials, under Chief Justice Jeffries, called the "Bloody Assizes", because of the

Values.

harsh, inhuman treatment many people received at the hands of this court.

(2) Trials were held in many towns, and altogether 324 people were executed, for nearly everyone who was brought up for trial was found guilty. 841 people were sent as slaves to the West Indian Plantations and to various other countries as slaves.

(3) Perhaps, what roused the people most of all was the fact that the courtiers and even the queen received a good deal of money from the sale of these slaves. The people bitterly resented the fact that the king controlled the courts.

(C) Camp at Hounslow Heath.

(1) In order to awe the people and to show the power of the king so that there would be no further uprising, James placed an army of 13,000 men, at Hounslow heath, outside of London.

(2) This camp had very little effect, as the people were entirely unafraid of the soldiers and did not show any inclination to be awed by them. The soldiers were friendly, and really no good came of this camp. However, it showed the power of the king could be shown.

II. James' Attempt to Restore Catholicism.

(A) Violation of Test Act:

(1) James gave Colonel Hales a position in the Army, and as Hales was a Catholic had him persecuted

Values.

under the Test Act. As the Courts were under the control of the King, they decided that the King could appoint him to any position in the Army he liked.

(2) Thus a precedent was established, and it showed the people they could hope for no redress in the Courts, or hope to stay the kings' autocracy.

(3) Next James placed Obadiah Walker, a Catholic as head of the University of Oxford. The students and the whole country were horrified.

(4) Next James placed John Massey as head of the Cathedral which is a part of Oxford College. This, too, roused the Countries' anger.

(5) James tried to make Jesuit Father Peter his confessor and a Catholic the next Archbishop of Canterbury. The Pope refused to allow Peter to take office.

(6) The Fellows of Magdalen College were going to elect a man as head of their institution, when James sent a letter ordering them to allow Anthony Farmer, a Popist to have the position. As the King had no right to interfere, the Fellows refused, and James became so angry he turned all but two outside their own building.

(7) James had issued a declaration of Indulgence in 1687, but no attention was paid to it.

(8) Therefore in 1688 he issued a Second Declaration of Indulgence relieving all Non-Conformists

Values.

from the penalty of the law. He ordered this to be read in all the Churches and Seven Bishops refused to do so.

(9) The Trial of the Seven Bishops was held, and greatly to the peoples' joy they were found not guilty by 7 out of 12 judges.

(10) James dismissed Dr. Crompton from office when he refused to take action against a minister who had preached against the spread of Catholicism.

III. The Birth of A Prince.

(1) By his former wife, Anne Hyde, James had two daughters Mary and Anne. They had married Protestants, and were themselves of the same faith. Mary had married William III of Orange, and it was hoped by the people, that, as they were Protestants, they would be the next rulers.

(2) However, in 1688, by a second wife a son was born to James, and as all chance of a Protestant succession was destroyed the foremost men of England sent over to William and Mary a message that they were to be the next rulers.

20 5. The Union of England and Scotland - 1707.

(A) Causes.

(1) Although the two countries had been joined under one king, James I, they had each a separate parliament, and James could, therefore, accept advice from either parliament. A great deal of strife broke out among the two countries.

Values.

(2) In 1698, the Scotch had tried to found a Colony on the Ishmus of Dorien, and as it was a disastrous failure, the failure was blamed upon the non-support of England.

(3) Under the Navigation Laws of 1651 and 1660, the Scots were treated as a foreign country, and the development of their trade was greatly hindered.

(4) In 1702, an Act was passed in the Scottish Parliament declaring the Scots would, on the death of Anne, choose a sovereign other than the one in England. Although this act foreshadowed the breakup of her inheritance Anne, as a Constitutional Monarch, had to allow it to pass.

(5) This Act would have entirely severed any relations between England and Scotland, and as either a complete union or separation was necessary, the British drew up on Act of Union, which, after a great deal of difficulty passed both houses in Scotland and England.

(B) The Terms of the Act.

(1) England and Scotland were to be united under one government called the Commonwealth of Great Britain.

(2) The Scottish Parliament was abolished.

(3) The Scots were to send one hundred members to the House of Commons in London, and twenty-five members to the House of Lords. The Members for the House of Commons were to be elected by means of Constituencies.

Values.

(4) The Scots could maintain their own legal system.

(5) They could have religious freedom.

(6) There was to be entirely free trade in Scotland.

(7) There was to be no legal difference between Scots and English throughout the Empire.

(c) Advantages for Britain.

(1) The Act insured that there would no longer be a hostile band in the North of the Country, and no longer any rebellions. No more parliamentary struggles.

(2) This was fortunate for Britain could now devote all her time in fighting foreign countries not her own neighbors.

(3) The great Hudson Bay Territory in Canada was really administered by canny Scotsmen.

(D) Advantages for Scotland.

(1) Owing to the taking away of trade restriction, Scottish trade prospered.

(2) The Lowlands of Glasgow were greatly increased in wealth by the free export of wool.

(3) Scots now had the opportunity of making the Nation great, and many rose to hold high positions in England and the Colonies.

(4) The Scots now had freedom of Religion.

On the whole this treaty was entirely satisfactory for both nations, and brought all the above beneficial results.

Values.

20 8. Legislation of Reform Parliament of 1832.

(A) The first Act passed was one whereby all Slaves in the British Empire were set free. As compensation, the above owners were given a grant of £20,000-000 from the British government, to be divided among them. This was passed in 1833.

(B) Poor Law Amendment Act - 1834.

(1) Up to the year 1833, a great deal of money had been paid out by the government in order to aid the many paupers who had come to being in the many changes from the Napoleonic Wars onward. In order to remedy this a Poor Law Amendment Act was passed.

(2) Terms:

1. Poor Law Commissioners were appointed to look after the administration of relief in all the affected districts.

2. Poor Law Guardians were appointed to look after the raising and administering of all money used in poor relief.

3. The policy of these Poor law guardians and Commissioners was to give outdoor relief only to the aged and infirm. Other people could only obtain relief by entering a workhouse and performing a certain amount of labor there.

(C) Factory Act - 1833.

(1) All night work for people under 18 years of age in textile factories was forbidden.

Values.

(2) People between the years of nine and thirteen could only work forty-eight and a half hours per week.

(3) People between the years of 13 and 18, could only work $68\frac{1}{2}$ hours per week.

(4) Government officials were appointed to see that these provisions were carried out.

(D) By an Act in 1833--the Charter of the East India Company was renewed but it could no longer engage in trade. Henceforth, it was only to be a great governing body, administering the justice and government of that vast British possession--India.

(E) In 1833, an Education Act was passed whereby the British government was to advance the sum of £20,000 for the education of poor children.

Note:

This administration was indeed very helpful and did a great deal of good for the Empire as a whole, for it insured the British people a great many new Reforms which were entirely beneficial. These Reforms were carried out under the Whig party of Earl Grey.

20 10. Social Legislation of Disraeli - 1874-80.

(A) An Act was passed empowering Municipal authorities the right to provide for the feeding of mal-nurtured children in all schools. Thus many poorly nurtured children were cared for and provided for.

(B) Artisan's Dwelling Act - 1875.

(1) In 1875 - an act was passed whereby all towns

(2) People believe the book is a good one.
People like the book very much.
(3) People believe the book is a good one.
Only one book is left.

(4) People believe the book is a good one.
People like the book very much.
(5) People believe the book is a good one.
People like the book very much.
People believe the book is a good one.
People like the book very much.
People believe the book is a good one.
People like the book very much.

(6) People believe the book is a good one.
People like the book very much.
People believe the book is a good one.
People like the book very much.

Page 1

People believe the book is a good one.
People like the book very much.
People believe the book is a good one.
People like the book very much.
People believe the book is a good one.
People like the book very much.

10. People believe the book is a good one.

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People like the book very much.
People believe the book is a good one.
People like the book very much.

(2) People believe the book is a good one.

(3) People believe the book is a good one.

Values.

with over 25,000 population could purchase by force the sites of all unsanitary buildings. These sites were used for the building of small, fully up-to-date houses for the use of artisans.

(2) This Act met with much opposition, but none the less it remained law.

(C) The Employers and Workmen's Act - 1878.

(1) By this it was provided that an Act done by an individual was legal when done by a group of men. Thus the trade unions which were just coming into force at that time were exempted from punishment.

(2) This Act also provided for the legality of "peaceful picketing" whereby a group of men could persuade another man not to work for a certain person.

(D) Navigation and Shipping Act - 1875.

(1) Most people did not send ships to sea in an unseaworthy condition, but in order to collect the insurance on wrecked ships many did.

(2) Some people did also send ships to sea overloaded. Finally after a good deal of work on the part of Plimsoll, it was brought to the government's attention and an act was passed to remedy it.

(3) Terms of Act:

a. The board of trade could stop all unseaworthy and overloaded ships from leaving harbor.

b. The "Plimsoll line", the mark above which a ship must not load was established.

and over 200,000 people were killed in the
the first of the century. The first
the first of the century. The first
the first of the century. The first

(1) The first of the century. The first

(2) The first of the century. The first

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(21) The first of the century. The first

(22) The first of the century. The first

(23) The first of the century. The first

Values.

(E) Factories and Workship's Act - 1876.

(1) An Act was finally passed, after Lord Shotisbury had labored a lifetime to bring it about, whereby all the former laws and legislations, concerning factories were consolidated in one clear, concise code of law. Much credit for the Act should however go to Mr. Cross, the Home Secretary, and Disraeli, the Prime Minister.

20 1. Why Henry VII established the Court of Star Chamber:

(1) There was entirely no order in England; the judges were not paid and would not administer justice fairly as they would accept bribes from any one.

(2) Henry VII therefore instituted a wage to be paid by the government to the judges, and also established the Courts known as Circuit Courts which travelled about the Country administering justice.

(3) Also, in order to maintain and keep justice in the Country Henry VII instituted the Court of the Star Chamber.

(4) Many of the Nobles were rising up in rebellion, and as a result, a court whereby they could be fined, the Star Court Chamber, was established.

(5) The Middle Class, then growing very powerful, was looked upon with distrust by the King, and he also used this Court to fine them.

(6) In order to recuperate the treasury of the King, Henry VII established this Court whereby many of the

Values.

nobles were fined by many of the old laws and customs which the king revived. This Court was absolutely under the control of the King, and, as Henry knew this he took every advantage offered by it.

(7) Henry wished to make his throne secure, and by trying all who rose against him in this king's Court he kept his position supreme in England.

(8) Because Henry desired to keep down the middle class which had risen up after the Wars of the Roses, he established this Court whereby they could be kept in check.

The Services It Rendered in His Reign.

(A) Kept Nobles In Check.

(1) Because whenever Henry VII desired to check some ambitious baron, by making him pay a goodly sum of money under the old feudal customs and tenures the Court would always support the King and force the Baron to pay should he refuse.

(2) Prosecuted severely all who rose against the King, and it thus discouraged rebellions.

(b) Helped Recuperate Treasury.

(1) Because of the fact that Henry VII's court of the Star Chamber was under his control, it did not hesitate to force loans and fines upon both the Upper and Middle classes. Thus, by these fines the treasury was greatly increased.

(C) Kept Order in England.

(1) By putting down the Nobles as afore mentioned

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this court kept order in England.

(2) By instituting speedy justice, the Courts would keep a certain amount of order in the Country.

(D) Kept Down Middle Class:

(1) By fining this new middle class, and by consenting to the taxes imposed by Henry on them, a certain down trodding of the Middle Class was brought about by this Court.

The following paper is that of a candidate who scored 79 on Paper A and 95 on Paper B--

HISTORY II.

Values.

Section A.

- 10 1. Henry VII came to rule at a very difficult time just after the Wars of the Roses he had to do many things.
- (1) He had to passify the Yorkists he did this by marrying Elizabeth of York.
 - (2) He had to send out explorers. He sent off John and Sabastien Cabot who reached the mainland of America.
 - (3) He had to deal with pretenders he put down two
 - (1) Lambert Simmnel who pretended to be the Earl of Warwick.
 - (2) Perkin Warbeck who pretended to be Richard of York.
- Both were helped by Margaret of Bergundy.
- (4) He had to establish the recognition of his dynasty which he did by
 - (1) War with France.
 - (2) Treaties with France, The Netherlands and Venice.
 - (3) Marriages - 3
 - 1. Marget his daughter to Jas IV of Scotland.
 - 2. Arthur and later Henry to Kathrine of Aragon of Spain.
 - 3. He married Elizabeth of York.

Values.

- (5) To put down ambition nobles.

In the reign of Henry VII there were many nobles who had great power and many retainers these nobles the ordinary courts were afraid to punish so Henry set up the Court of Star Chamber to deal with the evils of livery and maintenance, this court was not afraid to punish the nobles and they were fined severely.

- (6) Henry had to get money and he used this Court of Star Chamber to produce terrific fines from the nobles. He also made forced loans benevolences and purveyances. When he died he left a well filled treasury.

16 3. Causes of Petition of Right.

(1) Charles's Character: he could not be trusted and he believed in the divine right of kings and that he was always in the right.

(2) His marriage with Henrietta Marie of France a Roman Catholic people thought the Reformation settlement in danger.

(3) Money troubles. The value of money had fallen and Charles got little more than Elizabeth and parliament would not give him more until Buckingham's affairs were investigated and this Charles would not stand for.

(4) Buckingham took an expedition to help the Huguenots at La Rochelle and this was a failure and

Values.

Buckingham assassinated on the way home.

(5) The Five Knights Case

When Charles was getting money for Buckingham's expedition he asked for forced loans and five knights refused they were thrown into prison and not given a fair trial and although they soon got out the king had established the precedent of doing as he wished with the property and bodies of his subjects.

Charles I believed in the divine right of kings and said that he was free from all responsibility and he said as well that his ministers also were free from blame or responsibility. Thus the hands of the nation were tied. The law courts were all bribed as shown when John Hampden was tried for not paying ship money and the judges said. The levy of ship money on his estate was legal in an emergency and the king was judge of an emergency. This is also shown in the five knights case where the king established the precedent of doing as he wished with the bodies and property of his subjects. Thus the courts were controlled by the king and if the king and his ministers were free from responsibility the people could not get at the king in that manner so they drew up a petition of right and made Charles sign it.

The terms were.

(1) There was to be no taxes levied without the consent of parliament.

Values.

(2) That no man could be put in prison without a fair trial.

(3) There was to be no martial laws in time of peace.

(4) There was to be no billeting of soldiers in private houses.

All these laws Charles had been breaking and by signing the Petition he swore to keep them but he did not as shown when he levied Ship Money a tax to be levied on coastal towns only in time of an emergency and when parliament could not be called and to be used on the navy only. Charles levied it in time of peace when there was time to call parliament and when there was no emergency but he did use it for the navy. Thus we see that Charles could not be trusted as shown when he was found to be in secret communication with the Irish Rebels.

Section B.

- 18 5. The first step in the Union of Scotland and England was when Henry VII married his daughter Margret to Jas IV of Scotland and then when Henry VIII and later Somerset proposed that Edward VI should marry Mary and entered Scotland because the Scots were not quick enough. The next step was when James of Scotland became James I of England and after the civil war and revolution of 1688 both countries were under the same gov't and the Scots advised the king to do one thing while the English advised another so that it was

Values.

clearly seen that the two countries would have to completely unite a separate as shown when the Scots pass a bill which said they would choose a king different than the English when Anne died, the Scots were angry with the English for:

(1) Failure of their Colony on Ismus of Durien.

(2) Navigation Acts hindered their trade.

So Union was arranged in a free parliament and the following treaty was drawn up.

(1) The two countries united under the name of Great Britain.

(2) The Scots were to keep their own law systems.

(3) The Scots to keep their own religion.

(4) No legal differences were to be made between Scots and English.

(5) Trade was to be free.

Both countries were thus satisfied and the Scots trade increased by freedom from Navigation Acts and the English had the help of the Scots in their colonies etc., as it was arranged a free treaty no hard feeling resulted between the Scots and English.

- 18 7. Sir Robert Walpole had been a very good colonial minister and had left the colonies to rule themselves with a Legislative Assembly and a governor elected at home, he had also passed Rice and Sugar Acts giving them freedom from the Navigation Acts. When George III came to the throne he had the idea

Values.

of the absolute ruler and that the king should have more power he therefore set out to make the colonies pay for the army that protected them.

(1) He passed a stamp act that had to be paid on all legal documents.

(2) He passed an act putting a tax on tea which the American colonists used a great deal of.

(3) An Act was passed forbidding the manufacture of any iron or steele products in the American colonies this angered them greatly as in Penslyvania iron is the most important product.

(4) The Navigation Acts were once more enforced.

The people would not have objected to a tax to keep up the army that protected them if they had been allowed to tax themselves but when they were taxed by a parliment in which they that no representation whatsoever they did not like it.

(5) The Boston Tea Party.

An English ship laden with tea on which George III had put a tax came into Boston harbor and some men dressed as Indians came on board the ship and threw all the tea into the harbour. For this the English took away the charter of Mass. and closed the Boston Harbor.

(6) The Boston Massacre.

In Boston there was a riot over the Stamp and Tea Acts and the British troops killed two or three people

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in supressing it. The Colonists were very angry and the story grew until it was the Boston Massacre.

(7) At last the colonists were so angered they declared their Independance and the war ensued.

17 10.

Section C.

Social Legisation of Disraeli.

I. Finance.

(1) Disraeli established a new sinking fund to reduce the national debt.

(2) He reduced the income tax from 3d on the £ to 2d on the £.

II Domestic Legislation.

(1) The Artisan's Dwelling Act which said that any large town had the right to buy and tear down any unsanitary houses and build new small ones for the working classes. There was much opposition to this as it was thought that it would separate and divide the classes of people.

(2) The merchants shipping act which said.

1. That no unseaworthy ship would be allowed to leave port.

2. That no ship was to be allowed to be loaded above the Plimsoll water mark. This act was to prevent the great number of disaters from unseaworthy ships at sea.

(3) The Factory Workmans Acts.

This combined all the factory acts that had

been passed since the industrial revolution into one coherent code. This was chiefly the great aim of Shatesbury.

(4) The Employer's Workman's Act.

1. This said that if it was legal for one man to strike it was legal for all men to strike. This encouraged strikes trade unions etc.

2. "Peacefull Picketting" or the advising of one man by another to stop working for a certain firm or to strike was declared legal.

Paper A is raised 8 as follows:

Question 1.	10 - 14.
Question 3.	16 - 16.
Question 5.	18 - 18.
Question 7.	18 - 20.
Question 10.	17 - 19.

The items missed by this Candidate in Paper B are:

Part I.	16, 22.
Part II.	10.
Part III.	9.
Part IV.	0.

Summary of Results.

Group I of 11 read 9 were raised i.e. 81 %.

Group II of 23 read 16 were raised i.e. 69.5%.

Group III of 33 read 25 were raised i.e. 75.7%.

Group IV of 28 read 8 were raised i.e. 28.6%.

The Results.

1. The Results indicate a tendency on the part of readers to mark down the candidates whose papers give the general impression of being poor as is the case with those of Group I, and to favour candidates in Group IV.

This, admittedly, assumes that the investigator re-assessed the papers accurately. That is difficult to substantiate inasmuch as the marking could not be proven to be purely objective. However, it is reasonable to claim that there would be greater uniformity in the marking of 95 papers, when the work was done by one person, and under conditions where there was no sense of time pressure; than there would be when done by possibly eight or ten different persons working under less favorable conditions.

2. There is evidence of considerable variation among examiners as to what constitutes a perfect answer to a question.
3. It is apparent that not sufficient distinction is made between major and minor items of information.

PART V.

Conclusions.

1. An objective type test measures both informational and developmental skills as well as does our essay type test.
2. An objective test covers as much subject matter as does an essay test.
3. An objective test lends itself to a better distribution over the subject matter prescribed than does an essay test.
4. An objective test measures with greater accuracy than does an essay test.
5. An objective test does not assess a candidate's ability to express ideas in acceptable language. It is doubtful, however, if there is any advantage from this point of view in an essay test which is written under strain and in which the answers are valued without reference to English or spelling.
6. An objective test does not measure as well as an essay type test could, a pupil's ability to organize material about a given topic.

Recommendations.

A composite test might be the most satisfactory way of testing candidates in history. A one-hour test consisting of about one hundred items of an objective nature distributed over the entire field could be combined with a one-hour test of an essay type. The latter

might consist of a choice of two of four questions submitted. These questions should be so constructed that all would require of the candidate equal knowledge and equal skill, and that they would make it necessary for him to organize the material he had learned around a topic other than those dealt with specifically in the text book. That is, the questions should be drafted with a view to making it impossible for the candidate to offer as an answer, material organized and arranged by the teacher. Of the eleven questions offered on Paper A (1931) six required no independent organization whatever on the part of the candidate. In so far as that is the case, the essay type test fails to fulfil the purpose to the achievement of which it is, in the opinion of its apologists, an indispensable condition.

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